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ABSTRACT
All 816 articles of 20 volumes of "The Reading Teacher" were descriptively annotated and organized under 18 categories. Each article was placed under the category which best described the major focus of the contents and then cross-referenced to other categories to which it might also apply. A table of the production of articles in each category classified by volume year indicated that over half the articles published have as their major focus reading instruction, development of reading skills, and instructional materials. This index is a joint project of the International Reading Association and the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER). A brief history of the development of the publication in traced. (CM)

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20 YEAR ANNOTATED INDEX OF THE READING TEACHER

March, 1969

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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20 YEAR ANNOTATED INDEX TO THE READING TEACHER

EDITOR

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(Preliminary edition - March 1969)

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INTRODUCTION

On January 1, 1956, the International Reading Association officially began. It was formed by the merger of two reading associations: The International Council for the Improvement of Reading Instruction (ICIRI) and the National Association of Remedial Teaching (NART). In a sense, the history of IRA is also the history of The Reading Teacher. The ICIRI was formed among students at Temple University during the summer of 1947. In November of the following year, Volume I, Issue 1 of the ICIRI Bulletin was printed. The issue was sixteen pages, 8½" by 11", mimeographed on both sides. The masthead read: Carnell Hall, Temple University, Philadelphia, Pennsylvania. Four issues were printed for Volumes I - IV. Volume IV also saw the format change from mimeograph to offset printing. In 1951 the name was changed to The Reading Teacher, Bulletin of the ICIRI. The editor's message for that issue stated:

> In the past this publication has been known simply as the official bulletin of the ICIRI. Month after month, prospective members have asked to whom this publication is directed. Somehow the title of "official bulletin" sounded so formal and so academic that its audience was assumed to be limited to official researchers.
>
> Actually the whole bulletin is focused on the needs and interests of the classroom teacher of reading at all grade levels. To stress this editorial slant, the Executive Board of the organization authorized the new name of The Reading Teacher.

This statement of editorial focus solved the identity problem and established the continuing image of the journal.

With Volume V, the journal expanded to five issues per year. The old 8½" by 11" format was replaced with a smaller page size and an attractive colored cover added in Volume 6. The size of the issues doubled, and the first advertising was also carried in this volume. The pattern of four issues per year began with Volume 7 and then continued through Volume 13.

The president's message for Volume 9, Number 3, reported the important news of the merger of ICIRI and NART into the International Reading Association and from this issue onward the emblem of the IRA was carried on the masthead. William S. Gray also announced the program for the first annual meeting of the IRA to be held in Chicago with the theme "Better Readers for Our Times." The meeting for that year could have been held in a "telephone booth." If one visualizes the attendance one decade and ten presidents later at the Dallas convention, some idea of the phenomenal growth of IRA is provided.

With Volume 14, size increased to five issues per year and another increase to six issues per year followed with Volumes 15 and 16. Two more issues per year were added with Volume 17, and the pattern of eight issues per year continues to the present. Many individuals over the years have contributed to the development of The Reading Teacher. It would be remiss if the contributions of the various editors who have served crucial roles were not recognized in this publication. These include: Ralph C. Staiger, Marjorie Seddon Johnson, Nancy Larrick, J. Allen Figurel, Nila B. Smith, Russell Stauffer, and the present editors, Marjorie S. Johnson and Roy Kress.

At the IRA Board of Directors meeting held during the Detroit Convention in 1965, a proposal was presented by the editor of this Index suggesting that an annotated index be developed when the journal reached the twenty-year point. The project was approved and the activity carried on through the IRA Abstracts and Information Retrieval Committee. IRA headquarters supplied a complete set of journals. Instructions were compiled and the contents of the journals divided among the members of the team for annotating.

Once the members of the team had completed their annotating, the 816 articles were collected at Indiana University where citations and annotations were checked for accuracy and edited for consistency. The issues for all but the third-volume year, which were not available, were tabulated. The resources of the ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) were utilized in developing the classification scheme, indexing the articles, constructing the cross referencing "See Also" sections, and adding the author index. Larry Harris provided help during this phase. Special thanks are also due to Gail Kelly for her invaluable editorial assistance throughout the project. The resources of IRA and ERIC/CRIER were used to produce the final manuscript. Thanks are extended to Catherine Siffin, Marcia Baghban and ChloeAnn Miller of the ERIC/CRIER staff for their aid in formatting, typing and proofing the final manuscript.

The 816 articles from the twenty volumes are organized under eighteen categories. Each article was placed under the category which best described the major focus of the contents. However, in many instances it was felt that an article would be of interest in more than one category. Thus, a "See Also" listing is provided for each category. A total of 372 "See Also" entries provides a useful general cross-referencing system for the index.

Table 1 indicates the production of articles in each category classified by volume year. It is interesting to note that the focus of the journal as a publication for reading teachers has been maintained throughout the twenty volume years. Over half the articles published have as their major focus reading instruction, development of reading skills, and instructional materials. The remainder are on topics closely related to the teaching of reading.

Other interesting trends are no doubt imbedded in the table, but it is difficult to generalize about them with any degree of accuracy. Throughout its history, through good and not-so-good issues, the pages of the journal have served to inform and occasionally to communicate the exciting and unique in reading. As the journal increased its size, the format improved, and the contents of each volume give one a feeling of expectation as if observing the

evolution of a profession through the periodical's contents. An excursion into the past volumes of a journal provides insight, yields surprises, and pinpoints needed improvements not usually apparent when reading only the current issues. It is hoped this Index will provide easier access to the twenty-year output of the journal.

Edward G. Summers, Editor
Project Director - ERIC/CRIER

Table 1. -- Classification of Articles for
20 Volume Years of The Reading Teacher

Category	Volume																				Total Articles
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
I. RESEARCH ANALYSES AND REVIEWS				1						2	1	7	1	1	2	3	2	3	2		25
II. READING INSTRUCTION: General		1		4	6	3	3	4		3	2		1	1	2	4		3	3	4	44
Pre-school, Early Reading, and Readiness					1	5	1	4	1					1	1	1	2	6	9	3	35
Primary -- General		1			1	1		1								1	1	5	1	2	14
Primary -- Basal Reading		1			1			1							1		1				5
Primary -- Individualized Reading							2				3		2	4	1	3		1		1	17
Primary -- Linguistics and Reading																1	2	4			7
Primary -- Comparisons of Instructional Programs					1								1				1		15	4	22
Intermediate						1		1		1	2			3	3	1			2	1	15
Junior and Senior High School				4	4	2	1	2			1		1	3	3	4	4				29
College and Adult				2		2		1		1	2	2	2	2	2	1	2		4		23
Reading in Other Countries						1	1		1			4	3	2	1	7	1	2	5	1	29

Table 1. -- Classification of Articles for
20 Volume Years of The Reading Teacher (continued)

Category	Volume																				Total Articles
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
III. DEVELOPMENT OF READING SKILLS: Word Recognition, Phonics, and Vocabulary		1		3	3	2	2	4	6	1	1		2	5	2	3	2	5	5	6	53
Comprehension, Interpretation, and Creative Reading				3		1		1	2		3	3	3		2	1	1	3	2	1	26
Critical Reading, Concept Development, and Thinking						1	1					3	7	2	4		1		2	1	22
Study Skills															1	1	1	1		1	5
Rate and Flexibility							1	1			1			1	2	2	1				9
Reading Tastes, Habits, and Interests					3	1	2	2	1	3		3	2	1	2	1	2	1	1		25
IV. INSTRUCTIONAL MATERIALS: Readability and Legibility													1	1		2		1		2	7
Children's Literature					1	1	3	2	1			3	1	3		1	4		3	2	25
Workbooks					1										1		2				4
A-V Materials							1	1	1		1		2		1		1	1		2	11
Programmed Instruction															1	1	2				4
T.V. and Reading				1						3	5		1			1		1			12

Table 1. -- Classification of Articles for
20 Volume Years of The Reading Teacher (continued)

Category	Volume																				Total Articles
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
V. READING PERSONNEL: Pre-Service and In-Service Training -- Necessary Skills and Qualifications		1		1			2			1				7	3	1	2	3	8	3	32
Pre-Service and In-Service Training -- Certification Requirements									1				2	2						1	6
Reading Supervisors, Specialists, and Consultants							1					1	1	1		2	1	2	2	9	20
Reading Tastes and Habits											1	1	1				1				4
VI. GROUPING AND ORGANIZATIONAL PLANS	1	7		1	3	1	3			1	4	1	1		2			1	1	3	30
VII. TESTING AND EVALUATION					2	1	3	2	1	2	1	1	2	2	4	1	1	2	3	2	30
VIII. READING AND THE CONTENT FIELDS		1		1	2	2	3	6	2	6	4	1		1		1	2	5	1		38
IX. READING INSTRUCTION AND THE GIFTED						1	1		7					1	1	5		1			17
X. THE CULTURALLY DIFFERENT																		7	3	6	16

Table 1. -- Classification of Articles for 20 Volume Years of The Reading Teacher (continued)

Category	Volume																				Total Articles
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
XI. GUIDANCE AND READING										1					1				1		3
XII. THE LIBRARY AND READING							2	1	2		1	1		2		2	7	1			19
XIII. PARENTAL HELP AND INFLUENCES					1	2	6	1		4								5		1	20
XIV. SOCIOLOGY OF READING												1					2		1	1	5
XV. AUDITORY DISCRIMINATION														1	1		2	1	1	1	7
XVI. VISUAL DISCRIMINATION							1	1					2	1		1	1	2	1	3	13
XVII. PERSONALITY							2	1	1			1				1	1	1			8
XVIII. READING PROBLEMS: Factors Related to Reading Disability						2		1	1	1		2			1	2	3	1	4	3	21
Diagnosis of Reading Problems					1	1				1				2	2	1	2				10
Treatment of Reading Problems					2	2	2	1	3	4	1		1	1	4	2	5	4	8	1	41
Reading Clinics												2		2	1			2		1	8
TOTAL ARTICLES	1	13		21	33	33	44	39	31	35	34	37	40	53	52	58	63	75	88	66	816

I. RESEARCH ANALYSES AND REVIEWS
(Articles 1-25)

1. Barbe, Walter B. "Authors of Articles Relating to Reading." 10(Oct., 1956), 48-49.

Uses the Traxler-Townsend Compilation of 760 articles on reading written between 1945 and 1953 to list the 28 authors of four or more articles each. Concludes that most contributors to the field write only one article.

2. Clymer, Theodore. "The Real Frontier in Reading Research." 12(Dec., 1958), 92-97.

Notes that a major responsibility of those in the field of reading is to put reading research to work in the classroom. Lists the various standard sources of summaries of reading research.

3. Gates, Arthur I. "Improvement in Reading Possible in the Near Future." 12(Dec., 1958), 83-88.

Cites the ways in which reading research can contribute to the improvement of reading instruction. Describes the status quo of reading methodology and suggests principles for improving reading instruction.

4. Gray, William S. "What's Happening in Reading." 11(Oct., 1957), 3-8.

Summarizes the attitude of the press toward the teaching of reading. Discusses recently published aids to parents about reading and lauds the publication of high interest books for children. Describes book clubs for children and for teenagers.

5. Gray, William S. "Research in Reading Marches On." 12(Dec., 1958), 74-82.

Classifies research in reading into three areas: basic research, action research, and summaries of research relating to specific topics. Discusses unique contributions of each.

6. Robinson, Helen M. "Summary of Investigations Relating to Reading, July 1, 1960 to June 30, 1961." 15(Jan., 1962), 293-321.

Summarizes reading research published from July 1, 1960 to June 30, 1961 and categorizes it under the topics of: 1) Sociology of Reading, 2) Physiology and Psychology of Reading, and 3) Teaching of Reading. Includes a 144-item annotated bibliography.

7. Robinson, Helen M. "Summary of Investigations Relating to Reading, July 1, 1961 to June 30, 1962." 16(Jan., 1963), 285-322.

Reviews reading research published for the period and categorizes it under the topics of: 1) Summaries of Specific Aspects of Reading, 2) Sociology of Reading, 3) Physiology and Psychology of Reading, and 4) Teaching of Reading. Includes a 180-item annotated bibliography.

8. Robinson, Helen M. "Summary of Investigations Relating to Reading, July 1, 1962 to June 30, 1963." 17(Feb., 1964), 326-392.

Reviews research relating to reading for the period under six major categories: 1) Summaries of Specific Aspects of Research, 2) Teacher Preparation and Practice, 3) Sociology of Reading, 4) Physiology and Psychology of Reading, 5) Teaching of Reading, and 6) Reading of Atypical Learners. Includes a 185-item annotated bibliography.

9. Robinson, Helen M., Weintraub, Samuel and Hostetter, Carol A. "Summary of Investigations Related to Reading, July 1, 1963 to June 30, 1964." 18(Feb., 1965), 331-428.

Summarizes reading research published from July 1, 1963 to June 30, 1964 under the following general headings: 1) Summaries of Specific Aspects of Reading Research, 2) Teacher Preparation and Practices, 3) Sociology of Reading, 4) Physiology and Psychology of Reading, 5) Teaching of Reading, and 6) Reading of Atypical Learners. Includes a 264-item annotated bibliography.

10. Townsend, Agatha. "What Research Says to the Reading Teacher - Who Reads about Reading?" 10(Oct., 1956), 35-37.

Discusses the lack of easy access for the classroom teacher to potentially useful research reports. Notes that this is due to the fact that research is published in a wide variety of journals, most of which are read only by researchers in the field.

11. Townsend, Agatha. "What Research Says to the Reading Teacher." 12(Oct., 1958), 46-49.

Reviews eleven action studies published over the two years since IRA's inception (1956-58) in The Reading Teacher. Discusses the studies in terms of their research techniques and findings.

12. Townsend, Agatha. "What Research Says to the Reading Teacher - Research in the IRA." 12(Dec., 1958), 118-124+.

Annotates studies either completed or in progress conducted by IRA members during the year 1957-1958. Groups the studies under general classification, "Reading Methods and Materials".

13. Townsend, Agatha. "What Research Says to the Reading Teacher - Research in the IRA - Part 2." 12(Feb., 1959), 190-194+.

Annotates studies conducted by IRA members during 1957-58 and classifies them under the topics: 1) Reading Readiness and Beginning Reading, 2) Physiological Aspects of Reading, 3) Remedial Reading, 4) Reading Interests, and 5) Reading and Personal and Social Adjustment.

14. Townsend, Agatha. "What Research Says to the Reading Teacher - Research in the IRA - Part 3." 12(Apr., 1959), 268-272.

Annotates studies conducted by IRA members which appeared in The Reading Teacher between December 1958 and February 1959.

15. Townsend, Agatha. "What Research Says to the Reading Teacher - Toward a Bibliography of William S. Gray." 14(Mar., 1961), 267-269.

Presents a representative list of the publications issued by Dr. William S. Gray from 1915-60.

16. Townsend, Agatha. "What Research Says to the Reading Teacher - Five Years of Reading Investigations." 15(Dec., 1961), 203-206.

Summarizes the nature of reading research during the period of July 1, 1955 to June 30, 1960. Reports that most of the research pertained to the teaching of reading in the elementary school with specific emphasis given to methodology, theoretical issues, and longitudinal development of reading achievement. Gives less attention to problems of secondary, college, and adult reading and increases the emphasis on diagnosis and remediation of disabled readers.

17. Townsend, Agatha. "What Research Says to the Reading Teacher - Studying Research in Reading." 16(Nov., 1962), 117-121.

Discusses the problems encountered in reviewing or reading research in reading lists and describes the major research summaries.

18. Townsend, Agatha. "What Research Says to the Reading Teacher - Conference Proceedings - Search and Research." 16(May, 1963), 463-467.

Discusses the role of professional meetings in disseminating research findings and questions the contribution of orally presented research to practice. Urges the publication of conference proceedings and delves into the problem of locating published research reports.

19. Townsend, Agatha. "What Research Says to the Reading Teacher - What Magazine Was That In?" 17(Sept., 1963), 45-48.

Describes the professional journals in which the majority of reading studies are published.

20. Townsend, Agatha. "What Research Says to the Reading Teacher - Let's Look at the Record." 18(Oct., 1964), 53-59.

Selects several research articles from The Reading Teacher issues from May 1958 to October 1964 that demonstrate the scope and excellence of the journal's increasing interest in reporting research. Urges readers to make use of the space alloted to research in the journal.

21. Townsend, Agatha. "What Research Says to the Reading Teacher - Research and the Classroom Teacher." 18(Apr., 1965), 591-594.

Summarizes some studies which classroom teachers have conducted in a variety of situations. Emphasizes the contribution that teachers can make through their involvement in research.

22. Townsend, Agatha. "What Research Says to the Reading Teacher - Published and Unpublished Studies in Reading." 19(Oct., 1965), 47-53.

Discusses IRA's opportunities for surveying trends in both published and unpublished research. Reviews various compilations of research, noting the characterisitcs of each. Compares IRA summaries of research with published lists.

23. Townsend, Agatha. "What Research Says to the Reading Teacher - Journal of Reading - A Research Source." 19(Dec., 1965), 213-216.

Reviews IRA's Journal of Reading after its first year of publication. Considers range, presentation of research, format, and bibliographical sources.

Describes various articles as to scope, strengths, and weaknesses.

24. Traxler, Arthur E. "Recent Findings and Trends in Research on Reading." 13(Dec., 1959), 90-99.

Discusses briefly 93 selected research studies in reading published between 1953 and 1957. Considers these studies under such categories as readiness, phonics, adult reading, remediation, testing, etc.

25. Williams, Gertrude H. "New Research Investigations on Reading in the Elementary School." 4(Oct., 1950), 11-12+.

Discusses, as the first of a series of three reviews of research in reading, studies on the elementary level. Covers problems such as the improvement of instructional practices, child development, reading in the content fields, study skills, vocabulary, and reading tests.

See also: 95, 98, 103, 113, 114, 132, 135, 147, 168, 208, 210, 232, 233, 234, 241, 264, 292, 310, 311, 313, 337, 346, 353, 363, 368, 372, 397, 398, 405, 409, 439, 454, 492, 494, 584, 585, 586, 596, 621, 639, 658, 667, 703, 706, 713, 723, 726, 728, 735, 745, 752, 756, 757, 775, 803, 804.

II. READING INSTRUCTION
(Articles 26-264)

General

26. Alder, Grace. "Practical Helps for Elementary School Teachers." 4(May, 1951), 8+.

Describes the elements that make for a stimulating classroom environment. Suggests, among other things, setting up a classroom library with low shelves and includes titles of books for such a library.

27. Austin, Mary C. "Comments on Papers in This Issue." 18(Dec., 1964), 219-220.

Replies to Gove's article discussing the lexicographer's approach to reading. Mentions that the lexicographer's interests reside in word recognition, reaction to ideas, and application of ideas. Admits that this is an important element in reading but should be introduced only after students have mastered the rudiments of reading.

28. Betts, Emmett Albert. "Meeting the Needs of Individual Children." 6(Sept., 1952), 4-12.

Insists that the key to improving reading instruction reside in the teacher's competencies in estimating reading levels, in classifying and providing help on individual problems, in conducting productive class activities and in organizing informal group and individual activities to meet special needs and interests.

29. Bond, Guy L. and Dykstra, Robert. "The Role of the Coordinating Center in the Cooperative Research Program." 19(May, 1966), 565-568.

Describes the Coordinating Center's dual role in coordinating projects and analyzing common data. Notes information to be gained through analysis of composite data and presents observed outcomes of the cooperative studies in first grade reading in terms of their benefits to teachers and directors.

30. Boutilier, Mary E. T., Quinn, Mary J., Wiberg, Sybil, and McParland, Anne M. "The Wilmington Story." 19(Nov., 1965), 106-109.

Records the progress of the Wilmington School System since 1958 in improving student reading levels. Outlines changes in philosophy, administration, staffing, and programming. Includes various tests scores.

31. Brekke, Gerald W. "Actual and Recommended Allotments of Time for Reading." 16(Jan., 1963), 234-237.

Reports a study which surveyed the actual amounts of time spent on reading instruction in grades one through eight and compares this with the amounts of time recommended by reading authorities.

32. Brigham, Bruce W. "Unique Features of Title I in Delaware." 20(Jan., 1967), 324-327.

Discusses the organization, purpose, and functioning of the State Advisory Committee of Title I in giving strong leadership for diverse needs. Explains that highly detailed state forms require extensive involvement, pre-planning, and reporting by local educators. Mentions factors thought important to project successes such as: 1) choice and training of personnel, 2) need-centered characteristics of learning activities, and 3) cooperative problem-solving efforts.

33. Burrows, Alvina Treut. "What Is Basic in Reading Instruction?" 8(Oct., 1954), 39-43+.

Discusses controversies in reading instruction, particularly the controversy centering around basal versus individualized instruction, in the light of their relationship with the American concept of individual rights. Emphasizes the importance of individual choice within, as well as outside of, the classroom.

34. Cooke, Dorothy E. "We Made Progress with Developmental Reading." 5(Feb., 1952), 1-3+.

Describes how a local school system studied and improved its reading curriculum. Outlines the basic premises, organization, and materials of the resulting developmental reading program.

35. Cooke, Dorothy E. "What Is Meant by Developmental Reading?" 5(Feb., 1952), 3.

Delineates the major characteristics of a developmental reading program in terms of unity of five programs which are: 1) basic reading, 2) reading study skills, 3) children's literature, 4)oral reading, and 5) free choice reading.

36. Cutts, Warren G. "The Federal Government and the Public." 18(May, 1965), 649-653.

Reports on the nature of federal government programs and support for research in the area of reading. Outlines aspects of the government's involvement with NDEA institutes, beginning reading programs, readiness programs, basic education for adults, the Equal Opportunities Program, and basic research in reading.

37. Durrell, Donald D., and McHugh, Walter J. "Analysis of Reading Services in Intermediate Grades." 14(Sept., 1960), 26-29.

Discusses an approach to analyzing types of intructional provisions supplied by the teacher in relation to the differing instructional needs of the pupils. Describes five major areas of pupil service needs as a basis for studying and improving the instructional program in reading.

38. Friedman, Bertha B. "The Psychology of Skill Building." 6(May, 1953), 4-11.

Discusses the successful teaching of a skill, the learner's understanding of what the skill is, his feelings in connection with the skill, and his ability to undertake the kind of practice which the successful learning of the skill necessitates. Explains the importance of the well-guided practice of a skill.

39. Harris, Albert J. "Progressive Education and Reading Instruction." 18(Nov., 1964), 128-138.

Discusses the development of the progressive approach to reading instruction from the late nineteenth century to the present. Emphasizes: 1) the writings of Dewey and Parker, 2) the impact of a scientific approach to reading, 3) the Twenty-Fourth Yearbook of the NSSE, 4) the teaching of phonics, 5) the project method of teaching reading, 6) individualized reading, and 7) the influence of the progressive movement in today's classrooms.

40. Haven, Julia M. "Title I - How the Money Is Spent and What Services Are Provided." 20(Jan., 1967), 295-296+.

Notes unique features of Title I which permit flexibility throughout all grades. Discusses types of programs including those for students with special mental, physical, or emotional needs as well as those which support teacher training. Surveys the range of Title I programs emphasizing the importance of tailoring to local needs.

41. Herrick, Virgil E. "Recent Trends in the Teaching of Reading." 6(Mar., 1953), 33-36.

Lists and explains recent developments in reading instruction. Describes the ways in which children learn as well as the trends in curriculum planning and development including inservice and community education.

42. Hester, Kathleen B. "Practical Helps in Reading for Elementary School Teachers." 5(Jan., 1952), 13-14.

Provides specific suggestions on: 1) helping the word-by-word reader, 2) helping slow learners acquire new words more quickly, 3) helping the rapid reader with comprehension, and 4) motivating children to read.

43. Jones, Daisy M. "Practical Helps for Elementary School Teachers." 4(Oct., 1950), 8+.

Presents six unique suggestions for the more effective teaching of reading. Suggests, among other things, having able readers select resource materials for subject area units and having slow readers read easy material designed for kindergarten audiences.

44. Jones, Daisy M. "Our Children Can Read." 5(Jan., 1952), 8-9.

Describes the comprehensive survey of reading instruction undertaken by the Richmond, Indiana School

System. Includes a study of procedures, materials, and achievement.

45. Kent, Tennessee and Williams, Morris. "What's Happening in Reading in San Francisco." 11(Apr., 1958), 217-223.

Describes a reading program in the San Francisco schools. Discusses the library program, the development of teacher and pupil-made materials, and special programs at the elementary level.

46. McCracken, Glenn. "We Must Modernize Reading Instruction." 8(Dec., 1954), 100-106.

Responds to the criticism of present reading practices by discussing the results of the New Castle Reading Experiment which show improvement in the teaching of reading.

47. Martin, Robert E. "The Teacher's First Step: Discovering and Planning for Individual Needs in Reading." 10(Dec., 1956), 77-81.

Stresses the importance of planning programs providing for individual differences in reading. Illustrates through case studies the danger of over-relying on test norms. Urges the teacher to use flexibile grouping plans and to take the total child into account when planning instruction.

48. Morgan, Edna W. "Big City Plans Under Title I." 20(Jan., 1967), 328-331.

Discusses the use of Title I funds to strengthen and extend programs in New York City, Buffalo, Syracuse, and Albany. Gives attention to providing remedial and enrichment opportunities for those in inner-city areas, using wide varieties of approaches and involving parent assistance whenever possible. Points out that projects include provisions for more attractive educational programs in move-out areas, summer programs for physically handicapped, and special efforts to strengthen pupils in transitional grades.

49. Oaks, Ruth. "Practical Helps in Reading for Elementary School Teachers." 5(Sept., 1951), 12-13.

Discusses the problems of reading aloud to children, using flash cards, using experience charts, and providing basal readers of appropriate difficulty.

50. Parke, Margaret B. "Practical Helps in Reading for Elementary School Teachers." 4(Jan., 1951), 8+.

Presents numerous suggestions on how to encourage more purposeful reading and how to keep reading groups working independently. Advises that special attention be given to place names to ensure comprehension. Makes suggestions for teaching critical reading.

51. Pierson, Mildred B. "Practical Helps in Reading for Elementary School Teachers." 4(Mar., 1951), 8+.

Provides suggestions on creating an environment for reading, selecting and adapting reading materials to the reading levels of individual students, and the role of the teacher in organizing instruction.

52. Preston, Ralph C. "A Foreign Image of American Reading Instruction." 16(Dec., 1962), 158-162.

Reacts to reports in the lay literature such as Flesch's Why Johnny Can't Read and newspaper articles which inaccurately describe the status of reading achievement in American schools. Presents contrasting evidence based upon objective studies.

53. Russell, David H. "Cherishing Differences in the Reading Program." 7(Dec., 1953), 66-69.

Summarizes five past attitudes concerning recognition of individual differences. Lists methods by which modern schools both recognize and provide for individual differences. Directs the reader to other articles of this issue concerning this need.

54. Schmidt, Ethel. "I Used Individual Instruction." 5(Sept., 1951), 7-9.

Describes in detail an individualized reading program executed with 26 first graders. Presents methodology, tests, and test results. Concludes that teaching reading individually is interesting and stimulating for the teacher and that the children benefit from such instruction.

55. Scott, Palmer M. "Title I - Catalyst for Change in Montana." 20(Jan., 1967), 297-302.

Cites help given by the Metcalf Amendment to Title I and lists means of disseminating information about Title I and establishing projects. Describes four projects including the measurements used in each and resultant changes in achievement, cooperation, and interest. Recounts cooperative, summer, rural, and parent-involved programs.

56. Smith, Nila Banton. "Some Answers to Criticisms of American Reading Instruction." 16(Dec., 1962), 146-150.

Reacts to the charges that children today are not reading as well as before and that the alleged lower achievement today is due to the neglect of phonics in reading instruction. Discusses the history of the use of the phonics and the work methods and notes that neither is used exclusively today. Reviews research indicating that children today are reading as well as or better than children did in the earlier era.

57. Smith, Philip G. "The Art of Asking Questions." 15(Sept., 1961), 3-7, 37.

Traces the history of teaching by questioning from Socrates to the present. Discusses some "do's" and "don'ts" of the art of asking questions and concludes that even with the workbook, the objective test, and

programmed learning, the Socratic method of teaching through thought-provoking questions remains at the heart of the process of education.

58. Strickland, Ruth G. "Creating a Challenging Classroom Environment." 10(Dec., 1956), 72-77.

Discusses seven elements which make the classroom environment stimulating: 1) the establishment of centers of interest such as art displays, science displays, etc., 2) teacher enthusiasm and resourcefulness, 3) flexibility in group and teaching, 4) the use of open-ended questions, 5) the availability of resource materials, 6) instruction on how to use a variety of resources, and 7) time for children to interact with each other and to browse.

59. Strickland, Ruth G. "Creating a Challenging Classroom Environment." 15(Dec., 1961), 193-197, 201. (Reprinted from Vol 10, Dec., 1956).

Discusses seven elements which make the classroom environment stimulating: 1) the establishment of centers of interest such as art displays, science displays, etc., 2) teacher enthusiasm and resourcefulness, 3) flexibility in grouping and teaching, 4) the use of open-ended questions, 5) the availability of resource materials, 6) instruction on how to use a variety of resources, and 7) time for children to interact with each other and to browse.

60. Strong, LaVerne. "Here They Come!" 7(Oct., 1953), 2-4.

Discusses the basic principles of growth and learning which a teacher should review at the beginning of a new year. Introduces the October 1953's issue's articles concerning reading as part of a child's total growth.

61. Townsend, Agatha. "What Research Says to the Reading Teacher - How to Read about Developmental Reading." 13(Oct., 1959), 61-65.

Describes various bibliographies of reading research and instructional materials and discusses their use in improving developmental reading instruction.

62. Ungaro, Daniel. "Guided Enrichment Reading." 19(Jan., 1966), 273-276.

Discusses in detail two innovations used in the Sarasota, California schools: 1) the Split Vu Method in using filmstrips, and 2) the Guided Enrichment Program, a pilot individualized reading program. Advocates using a combination of reading methods, all of which share a technique of inquiry.

63. Whigham, E. L. "The Reading Problem: An Administrative Overview." 11(Feb., 1958), 171-174.

Explains the need for a greater understanding of the nature, purposes, and procedures involved in a school's reading program. Describes briefly, from an administrative perspective, problems which

develop concerning understanding the program, individual differences, varying rates of progress, and evaluation of the program's effectivess.

64. Williams, Gertrude H. "The Child-Development Relationship to Reading." 2(June, 1950), 19-21.

Approaches the problem of differentiated instruction from the child-development point of view. Underlines the significance of individual differences of mental, social, emotional, and physical development for reading instruction.

65. Witty, Paul. "Teaching Reading to Exceptional Children." 7(Feb., 1954), 130-131.

Suggests developmental reading programs to provide for individual differences. Introduces current Reading Teacher articles for helping teachers of exceptional children.

66. Witty, Paul. "Reply to Dr. Kottmeyer's Address." 8(Apr., 1955), 206-207.

Questions the arbitrary division of reading programs into indirect versus systematic teaching instead of considering effective combinations of both methods. Advocates flexibility of approach.

67. Yoakam, Gerald A. "Systematic Instruction in Basic Reading Skills." 8(Oct., 1954), 4-7.

Lists seven principles in developing a reader's skills among which is systematic instruction which is purposeful, flexible, and differentiated. Discusses also eight major problems to systematic instruction including readiness, independence in recognition, use of ideas, and mastery of basic study skills.

68. Young, Nancy. "A Look at Some of the Reading Programs in the New York City Schools." 10(Apr., 1957), 205-210.

Describes an articulated program in reading aimed at the integration of all school levels and curriculum levels. Provides the specifics of such a program at the elementary, junior, and senior high school levels.

69. Zirbes, Laura. "The Developmental Approach in Reading." 16(Mar., 1963), 347-352.

Argues for an individualized developmental approach to beginning reading. Discusses in detail how "creative developmental guidance" can be used to introduce children to reading skills.

See also: 3, 5, 7, 12, 177, 189, 238, 240, 241, 269, 285, 295, 542, 647, 678, 778, 781, 786.

Pre-school, Early Reading, and Readiness

70. Barbe, Walter B. and Dye, Myrtle S. "Experiencing Gives Meaning to Reading." 8(Dec., 1954), 107-112.

Describes in detail the components of the experience approach to teaching reading. Lists advantages and disadvantages of the method.

71. Beckett, Dorothy B. "Philosophical Differences in Reading Concepts." 18(Oct., 1964), 27-32.

Proceeds from the historical concept of readiness as an intrinsic or an extrinsic process to illustrations of today's rejection of an either-or philosophy. Warns that with teacher confusion of what readiness is, reading programs for all kindergarteners may be initiated without regard for individual differences.

72. Boyd, Verna. "Personal Experience Records as a Method of Reading Readiness." 19(Jan., 1966), 263-266.

Advocates making personal experience records and books for each child within the readiness program in addition to group chart experiences. Provides samples and lists advantages for both child and teacher.

73. Brzeinski, Joseph E. "Beginning Reading in Denver." 18(Oct., 1964), 16-21.

Discusses the preliminary results of a longitudinal study of 4,000 kindergarteners who were divided into two groups: 1) a control group which followed a regular kindergarten program, and 2) a research group which received beginning reading instruction for twenty minutes a day. Suggests that results at the end of kindergarten and first grade favored the research group in reading. Presents a parallel study that favored preschool, structured reading activities at home.

74. Cockerille, Clara E. "Where Shall We Start in Reading?" 8(Oct., 1954), 43-45.

Offers five factors to be considered before determining where to start a child in reading: 1) the child's interests, 2) where success in assured, 3) past formal reading instruction, 4) present level of skills, and 5) where the child will be free from tension.

75. Cooke, Dorothy E. "Sharp Eyes and Sharp Ears in the Kindergarten." 6(Nov., 1952), 23-27.

Discusses reading readiness in kindergarten. Lists and describes activities for developing auditory and visual discrimination and explains the extension of reading readiness.

76. Durkin, Dolores. "Children Who Read Before Grade One." 14(Jan., 1961), 163-166.

Reports the beginning of a longitudinal study of 49 first graders who were identified as having some ability in reading prior to school instruction. Discusses some of the relevant factors associated with learning to read prior to beginning school and postulates three hypotheses suggested by the study.

77. Durkin, Dolores. "Early Readers - Reflections after Six Years of Research." 18(Oct., 1964), 3-7.

Uses Durkin's two longitudinal studies of children who learned to read at home to: 1) review changing attitudes towards earlier reading, 2) caution against the extremes of a no-reading or all-reading kindergarten program, 3) suggest that the focus should be on the total kindergarten curriculum rather than only one aspect of it, 4) imply that if kindergartens are to be challenging and stimulating, they should be prepared to build on the abilities each child brings to school, and 5) suggest several things to encourage early reading ability.

78. Enzmann, Arthur M. "Detroit's Head Start '65." 19(Feb., 1966), 358-363.

Provides the director's evaluation of the 1965 Head Start Project and presents plans for 1966's program. Identifies areas of emphasis, plans of staffing and programming and medical examination problems. Summarizes results of questionnaires distributed to all Detroit Head Start teachers, and notes areas of concern.

79. Fox, Raymond B. and Powell, Marvin. "Evaluating Kindergarten Experiences." 18(Nov., 1964), 118-120.

Discusses the changing purpose of the kindergarten since 1837 and summarizes arguments for and against kindergartens. Presents a study that fails to support the hypotheses that kindergarten experiences develop readiness and also lead to greater achievement in the primary grades. Concludes that kindergarten programs need to be examined critically.

READING INSTRUCTION: Pre-school, Early Reading, and Readiness

80. Furman, Helen A. "A North Carolina Report on Project Head Start." 19(Feb., 1966), 342-346.

Report the successes of three North Carolina Head Start projects. Notes progress made in cooperation, racial integration, and positive community attitudes.

81. Hildreth, Gertrude. "Growing Up in Reading." 6(Nov., 1952), 4-8.

Describes learning progress as a growth process dependent upon pupil readiness for each successive stage in the process. Discusses linguistic readiness, experiential readiness, pupil interest as a factor in readiness, individual differences in readiness, and readiness in terms of pupil interests.

82. Horn, Thomas D. "Three Methods of Developing Reading Readiness in Spanish-speaking Children in First Grade." 20(Oct., 1966), 38-42.

Suggests, as an outcome of the research study reported here, that disadvantaged Spanish-speaking children stand in great need of a program of learning experience and language instruction organized around the development of a staisfying self-concept.

83. Johnson, Eleanor M. "It Pays to Get Ready to Read." 8(Apr., 1955), 224-226, 237.

Outlines readiness activities to be used for a variety of reading tasks at all levels.

READING INSTRUCTION: Pre-school, Early Reading, and Readiness

84. Johnson, Eleanor M. "Pre-Phonics Training: Basis of Success in Reading." 9(Dec., 1955), 69-72.

Stresses the importance of language development, visual discrimination, and auditory discrimination as parts of a total readiness program for beginning readers.

85. Kress, Roy A., Jr. "Evaluation Techniques in the Readiness Program." 6(Nov., 1952), 18-22, 46.

Points out the importance of identifying the needs of the learner and the part that reading readiness tests play. Includes references.

86. McCormick, Nancy. "The Countdown on Beginning Reading." 20(Nov., 1966), 115-120.

Discusses the desirability of beginning reading instruction a year earlier than it is currently being begun. Bases opposition to early reading instruction on research and author's teaching experience and points out that the societal pressures of initial reading instruction on the child can be detrimental to educational growth if the child is too young.

87. McGee, Robert T. and McClintic, Jean M. "Early Instruction in Readiness: Who Speaks for the Children?" 20(Nov., 1966), 121-124.

Discusses individual differences and readiness for early reading instruction. Reports the result of using with middle class children the McKee and Harrison pre-reading materials in kindergarten after 4 years of reading instruction. Stresses that while there were no detrimental effects in the later years, rather than instituting early reading across the board, the school should provide for those children who can read early.

88. McManus, Anastasia. "The Denver Prereading Project Conducted by WENH-TV." 18(Oct., 1964), 22-26.

Describes a study of the effectiveness of a sixteen-week educational television series, "Preparing Your Child for Reading," and presents a summary of the questionnaire given to the participating parents.

89. Maney, Ethel S. "Building Pre-Reading Comprehension Skills, Part 1 - Vocabulary Development." 7(Feb., 1954), 183-186.

Suggests ways of developing vocabulary skill during the pre-reading stage. Identifies specific skills and teaching techniques and workshop activities for each.

90. Milner, Esther. "Is It Only Readiness for Reading That Is Involved?" 6(Nov., 1952), 9-17.

Describes a test given to first grade children on the basis that readiness is not the only factor involved in reading. Includes hypothesis, testing procedure, conclusions, and implications. Includes references.

91. Osborn, D. Keith. "A Look at Child Development Centers - Operation Head Start." 19(Feb., 1966), 332-334.

Presents an evaluation of the Head Start Program in terms of the involvement and the growth of children, parents, and teachers. Cites both good and poor situations.

92. Pincus, Morris and Morgenstern, Frances. "Should Children Be Taught to Read Earlier?" 18(Oct., 1964), 37-42.

Discusses whether early reading instruction for children who seem ready is desirable. Concludes that the key problem in initial reading instruction is providing for individual differences.

93. Plessas, Gus P. and Oakes, Clifton R. "Prereading Experiences of Selected Early Readers." 17(Jan., 1964), 241-245.

Reports the results of a parent questionnaire study designed to explore the preschool experiences related to reading development of twenty selected first graders who were early readers.

94. Richmond, Julius B. "Communities in Action: A Report on Project Head Start." 19(Feb., 1966), 323-331.

Enumerates factors indicating the need for Head Start and recalls its initiation. Discusses program components in terms of need, effort, and achievement. Reports difficulties of data collection and evaluation. Indicates future activities.

95. Robinson, Helen M. "What Research Says to the Teacher of Reading - Reading Readiness." 8(Apr., 1955), 235-237.

Discusses various aspects of physical, mental, emotional, and social readiness for reading. Emphasizes the need to abandon life ages per se as a measure of readiness. Concludes that it is necessary to rely upon the teacher's judgment and test results to determine a child's readiness for reading.

96. Schoephoerster, Hugh, Barnhart, Richard, and Loomer, Walter M. "The Teaching of Prereading Skills in Kindergarten." 19(Feb., 1966), 352-357.

Reports the findings of a five month North Dakota experiment which tested the results of using structured (Houghton Mifflin) versus informal kindergarten pre-reading programs. Presents hypotheses, data, and conclusions.

97. Shannon, Othella S., Horne, Claudine R., James, Geraldine B., and Johnson, Bertha F. "Operation Head Start in the Memphis and Shelby County Schools." 19(Feb., 1966), 335-341.

Discusses social-emotional, organizational, and instructional aspects of Head Start. Describes learning activities in detail.

98. Sheldon, William D. "Teaching the Very Young to Read." 16(Dec., 1962), 163-169.

Reviews the research of O.K. Moore, Terman and Durkin which relates to the very young reader. Examines the parent education programs which deal with helping pre-school children with reading. Discusses research pertaining to visual perception and auditory perception skills of young children.

99. Silberstein, Richard M., Chorost, Sherwood B., Mitchell, Alison C., Blackman, Sheldon, and Mandell, Wallace. "Can Head Start Help Children Learn?" 19(Feb., 1966), 347-351.

Reviews a Head Start program in the Staten Island Mental Health Center. Recounts personnel, organization, and testing aspects. Questions whether teachers could carry out an identical curriculum as planned.

100. Smith, Nila Banton. "Recognizing Reading Readiness at All Levels." 5(Nov., 1951), 7-10.

Presents case studies to illustrate that the concept of reading readiness is appropriate at all grade levels. Examines readiness in terms of primary developmental factors and in terms of specific reading skills.

101. Spache, George D., Andres, Micaela C., Curtis, H.A., Rowland, Minnie Lee, and Fields, Minnie Hall. "A Longitudinal First Grade Reading Readiness Program." 19(May, 1966), 580-584.

Presents the results of an extended and intensified readiness program carried out in Florida which involved first grade white and Negro children. Reports in detail the results, including an evaluation of program effectiveness in terms of ability and race.

102. Sutton, Marjorie Hunt. "Readiness for Reading at the Kindergarten Level." 17(Jan., 1964), 234-240.

Lists characteristics of the child who is likely to read at an early age based on a study of 134 kindergarten children.

103. Townsend, Agatha. "What Research Says to the Reading Teacher - Readiness for Beginning Reading." 15(Jan., 1962), 267-270, 276.

Reviews research in readiness for beginning reading published between 1957 and 1960. Emphasizes those studies dealing with the levels of development necessary for success in learning to read and the use of readiness tests. Contains a 22-item bibliography.

104. Williams, Gertrude H. "What Does Research Tell Us about Readiness for Beginning Reading?" 6(May, 1953), 34-40.

Discusses the nature of reading readiness. Lists and explains the factors and conditions of physical, intellectucal, personal, and language readiness which influence reading readiness. Lists implications for the teaching of reading, shows aspects of reading

readiness which could stimulate further research. Includes bibliography.

See also: 13, 36, 107, 258, 450, 691, 695, 717.

Primary--General

105. Downing, John A. "The Augmented Roman Alphabet for Learning to Read." 16(Mar., 1963), 325-336.

Describes the use of the Augmented Roman Alphabet, later termed the Initial Teaching Alphabet, i/t/a, in teaching reading. Presents the findings of an early pilot experiment using i/t/a with seven year old English children.

106. Downing, John. "The i/t/a (Initial Teaching Alphabet) Reading Experiment." 18(Nov., 1964), 105-110.

Outlines three difficulties with T.O. in beginning reading and three benefits of i/t/a. Presents research in Britain that reports ease in transfer from i/t/a to standard print, improvement in spelling and creative writing for i/t/a classes, and higher accuracy and comprehension in reading for i/t/a pupils.

107. Erickson, Arnold A. "The Program for Reading at the Mira Monte School." 18(Nov., 1964), 111-113.

Describes an elementary school reading program that emphasizes readiness at the kindergarten level, periodic testing at all levels to aid in grouping, split-sessions for reading in first and second grades, and an opportunity for all students to read at a level that is not too difficult for them.

108. Estabrook, Dorothy C. "Reading in Second Grade Can Be Enjoyable and Rewarding." 8(Feb., 1955), 140-145.

Describes a reading program for second graders that includes firm home-school relationships, knowledge of the child before school begins, and experience charts for each child the first day of school.

109. Figurel, J. Allen. "What Recent Research Tells Us about Differentiated Instruction in Reading." 6(Sept., 1952), 27-33, 44.

Explains four plans that have been used for differentiated classroom instruction: 1) grouping of children for various reasons or purposes, 2) individualized activities, 3) individualized instruction, and 4) class activities in problem-solving units. Reviews literature on each of the plans.

110. Johnson, Marjorie S. and Kress, Roy A. "Philadelphia's Educational Improvement Program." 18(Mar., 1965), 488-492, 505.

Describes and evaluates the first year of the Education Improvement Program for the first graders of 61 Philadelphia elementary schools. Discusses statistical

analyses of the data, which include a control group of children before inauguration of the Educational Improvement Program. Draws several conclusions about the improved first grade achievement.

111. Marquardt, William F. "Language Interference in Reading." 18(Dec., 1964), 214-218.

Outlines seven language behavior patters of normal children who are ready to learn to read and uses nine points to argue that there is a large gap between these behaviors and oral reading behavior. Concludes that linguists need to define a training sequence to span this gap.

112. Tomlinson, Ruth D. "While the Teacher's Busy." 2(Feb., 1950), 1, 15-16.

Discusses practical ways for a primary teacher to plan effective independent activities for students. Suggests that the children must understand the assignment thoroughly and that the difficulty of the assignment be appropriate to the skills which the children possess.

113. Townsend, Agatha. "What Research Says to the Reading Teacher - Trends for the Primary Grades." 17(Dec., 1963), 195-198.

Comments on 15 published articles dealing with individualized reading, linguistics and reading, and other aspects of teaching reading skills.

114. Weintraub, Samuel. "What Research Says to the Reading Teacher - Illustrations for Beginning Reading." 20(Oct., 1966), 61-67.

Reviews research on the effectiveness and function of illustrations in beginning reading programs and considers what types of illustrations are best to use in initial reading programs.

115. Wildebush, Sarah W. "Oral Reading Today." 18(Nov., 1964), 139-140.

Criticizes the senseless overuse of oral reading in classrooms and pinpoints several misconceptions teachers have about oral reading and its relationship to the objectives of a reading program.

116. Woolton, Lutian R. "Triggering Reading Concept." 20(Nov., 1966), 150-151.

Describes a classroom teacher's efforts at teaching beginning reading and writing through introducing children to various animal visitors.

117. Zeitz, Frank. "i/t/a and the Below-Average Child." 19(Apr., 1966), 515-518.

Urges the adoption of a more nearly perfect i/t/a sound symbol correspondence and of spelling changes to local pronunciations as two ways of reducing complexity for the below-average child. Includes Mazurkiewicz's remarks on these suggestions and the author replies to his comments.

118. Zirbes, Laura. "The Experience Approach in Reading." 5(Nov., 1951), 1-2, 15.

Contrasts the experience approach with the non-experience approach to teaching initial reading. Emphasizes that the experience approach does use reading from books. Illustrates the use of the experience approach and comments upon its advantages.

See also: 16, 25, 26, 29, 31, 36, 42, 45, 244, 259, 260, 290, 294, 313, 331, 354, 443, 444, 529, 531, 538, 598, 628, 649, 691, 703, 709.

Primary-Basal Reading

119. Gates, Arthur I. "Vocabulary Control in Basal Reading Material." 15(Nov., 1961), 81-85.

Reports experimental evidence to demonstrate that second and third grade pupils have a little more difficulty identiying words not previously encountered in the basal program than in identifying words which were taught in earlier books in the series. Suggests reasons for this finding and deplores the naivete of critics of reading instruction who assume that a child's reading vocabulary is restricted to words taught in the basal series.

120. Ort, Lorrene Love. "Basal Readers: A Case History and Prognosis." 17(Mar., 1964), 435-440.

Attempts to relate the history and development of the basal reader to changes in teacher orientation and stresses the need for professional competence and imagination on the part of teachers in using any instructional materials.

121. Owens, Anne C. "Approaches to Basal Reading Instruction." 8(Oct., 1954), 13-18.

Concludes that within the framework of a basal reading program, many variations can be made which will develop readiness and extend learning.

122. Smith, Nila Banton. "Areas of Growth in a Basal Reader Program." 2(June, 1950), 3-6.

Discusses three crucial aspects of the basal reading program necessary for total reading growth: 1) fostering interest in reading, 2) developing skills to obtain meaning from the written passage, and 3) promoting the appreciation of good literature.

123. Yoakam, Gerald A. "The Case for Basal Readers." 5(Nov., 1951), 3-4.

Lists twelve reasons for using the basal reader approach to beginning reading instruction, among which are: 1) psychological data favor the basal approach, 2) current theories are reflected in the basal approach, 3) the basal approach provides for individual differences, and 4) the basal approach provides for vocabulary control.

See also: 148, 149, 150, 151, 153, 155, 157, 159, 162, 163, 164, 165, 166, 167, 168, 169, 270, 314, 737, 795.

Primary--Individualized Reading

124. Fowler, L. F. "The RISI Individualized Reading Program." 14(Nov., 1960), 101-102.

Describes the individualized reading program developed at Northwestern State College's (Louisiana) Elementary Laboratory School which emphasizes reading and sharing many books of different interests and reading levels. Evaluates the program three years after its inception.

125. Groff, Patrick J. "The Problem of Vocabulary Load in Individualized Reading." 14(Jan., 1961), 188-190, 194.

Discusses the impact of the vocabulary burden in an individualized approach to reading instruction at the primary level. Presents data on the total number of different words contained in each book of twelve different primary reading series.

126. Jenkins, Marian. "Self-Selection in Reading." 11(Dec., 1957), 84-90.

Presents a rationale for using self-selection procedures in teaching reading. Summarizes three studies which successfully used such procedures.

127. Kaar, Harold. "An Experiment with an Individualized Method of Teaching Reading." 7(Feb., 1954), 174-177.

Reports the use of the individualized reading method with six third grades in Pittsburg, California. Outlines teacher activities, classroom organization, and pupil activities. Includes evaluative results of control and experimental groups as shown by the Progressive Reading Test.

128. Karlin, Robert. "Some Reactions to Individualized Reading." 11(Dec., 1957), 95-98.

Evaluates the individualized approach in relation to the psychology of learning, research, and the teacher. Generally points out disadvantages.

129. Keener, Beverly M. "Individualized Reading and the Disadvantaged." 20(Feb., 1967), 410-12.

Supports the use of individualized reading for the disadvantaged and suggests possible adaptations to meet their needs. Advocates materials for and about minority groups; student-written stories; and organizational patterns which include total class activity, much physical involvement, and student teams. Stresses the importance of experiencing success and a favorable self-image.

130. Kenny, Cora. "Trying Out an Individualized Reading Program." 16(Nov., 1962), 82-85.

Describes one teacher's experience at instituting an individualized reading program. Describes the procedures and the methods of evaluation.

131. Lazar, May. "Individualized Reading: A Dynamic Approach." 11(Dec., 1957), 75-83.

Lists basic criteria for an effective reading program. Summarizes basic concepts underlying an individualized basic reading program, and reports on a survey in New York City of seventy classes using individualized reading. Defends individualized reading against "common misconceptions".

132. Lofthouse, Yvonne M. "Individualized Reading: Significant Research." 16(Sept., 1962), 35-37, 47.

Points out that research results are inconclusive as to the efficacy of individualized reading instruction. Urges full experimentation prior to instituting any new programs in the classroom, including individualized reading programs.

133. McLeod, June. "When I First Started Teaching - The Tape Recorded Comments of One Teacher." 7(Apr., 1954), 226-228.

Assesses for strengths and areas of difficulty the tape recorded comments of a beginning teacher attempting to institute an individualized reading program.

134. Safford, Alton L. "Evaluation of an Individualized Reading Program." 13(Apr., 1960), 266-270.

Contains results of a study of seven classes taught by individualized reading approaches. Concludes, on the basis of one calendar year of study, that there were no measurable advantages in the individualized approach.

135. Sartain, Harry W. "A Bibliography on Individualized Reading." 13(Apr., 1960), 262-265, 270.

Surveys research contrasting the individualized reading approach with traditional programs. Includes a 74-item bibliography.

136. Schwartzberg, Herbert. "Puppetry and the Individualized Reading Program." 14(Nov., 1960), 103-107, 117.

Describes puppetry as one type of group activity incorporated into a socialized, individualized, reading program. Contends that oral and silent reading show marked gains in classrooms where puppetry is used.

137. Schwartzberg, Herbert. "What Children Think of Individualized Reading." 16(Nov., 1962), 86-89.

Describes the personal reactions of two groups of children to an individualized reading program: one group consisted of gifted children who were able

readers; the other group consisted of children with I.Q.'s in the below average range and who were also reading below grade level.

138. Townsend, Agatha. "What Research Says to the Reading Teacher - The Strategy of Producing Readers." 15(May, 1962), 459-462.

Discusses the purpose of the basal reading program and of guided supplementary reading. Indicates that self-selected material in so-called individualized reading programs may be an alternative to basal reading programs.

139. Townsend, Agatha. "What Research Says to the Reading Teacher - Ten Questions." 18(Nov., 1964), 145-149.

Discusses ten questions concerning individualized reading, among which are how the teacher should be prepared for such a program, the reading materials to be selected, evaluation of comprehension and skills, the role of group activity, adapting the programs at upper grade levels, and the role of individualized reading programs in school and college.

140. Veatch, Jeannette. "The Materials and Diagnosis of Reading Problems." 14(Sept., 1960), 19-25.

Discusses materials and diagnostic procedures applied to an individualized approach to reading instruction. Describes six stages of reading development and discusses diagnostic procedures and materials to be employed at each stage.

See also: 154, 162, 165, 399, 774.

Primary--Linguistics and Reading

141. Bateman, Barbara and Wetherell, Janis. "A Critique of Bloomfield's Linguistic Approach to the Teaching of Reading." 18(Nov., 1964), 98-104.

Criticizes Bloomfield's linguistic system of teaching on five grounds among which are its dependence on "automatic" association between letters and sounds, and its inadequate attention to instructional problems if the child has difficulty.

142. Botel, Morton. "What Linguistics Says to This Teacher of Reading and Spelling." 18(Dec., 1964), 188-193.

Lists teaching practices to provide children with knowledge of intonation, sentence patterns, and spelling patterns as they relate to meaningful reading.

143. Durkin, Dolores. "Linguistics and the Teaching of Reading." 16(March, 1963), 342-346.

Outlines briefly the nature of the science of linguistics. Lists several specific implications of linguistic findings to the teaching of reading.

144. Fries, Charles C. "Linguistics and the Teaching of Reading." 17(May, 1964), 594-598.

Cites several references dating from the 16th century and delineates what linguistics can be expected to contribute to improving reading instruction. Focuses on grapheme-phoneme relationships.

145. Glim, Theodore E. "Comments on Papers in This Issue." 18(Dec., 1964), 220.

Adds to Drake's suggestion that rhythmic activities be included in the regular elementary program by urging that reading teachers seek the help of linguists in teaching children to read with expression.

146. Hildreth, Gertrude. "Linguistic Factors in Early Reading Instruction." 18(Dec., 1965), 172-178.

Emphasizes the relationship between oral language deficiencies and reading difficulty among children. States that research implies that oral language development should be stressed ahead of, and along with, reading.

147. Townsend, Agatha. "What Research Says to the Reading Teacher - Linguistics and Reading Instruction." 17(May, 1964), 623-626.

Considers 14 published studies and articles on linguistics and reading. Stresses the dangers in misinterpretation, carelessness, or oversimplification in evaluating the contributions of a linguistically-based approach to teaching reading.

See also: 149, 163, 164, 169, 648, 807.

Primary--Comparisons of Instructional Programs

148. Bordeaux, Elizabeth Ann and Shope, N. H. "An Evaluation of Three Approaches to Teaching Reading in the First Grade." 20(Oct., 1966), 6-11.

Compares three approaches to teaching reading: basal, intensive phonics, and a sensory experience approach. Uses 751 children from the Goldsboro School (North Carolina) as subjects--385 were white and 366 were Negro. Concludes that in reading an approach which depends on a sight method of learning or combines the sight method only with phonics will not reach all children and that the more varied experience a child has in learning, the more he will learn.

149. Edward, Sister Mary, P.B.V.M. "A Modified Linguistic Versus a Composite Basal Reading Program." 17(Apr., 1964), 511-515, 527.

Compares a modified linguistic and a composite basal program of teaching reading. Formulates four hypotheses accounting for the superiority of the modified linguistic approach.

150. Fry, Edward Bernard. "First Grade Reading Instruction Using Diacritical Marking System, Initial Teaching Alphabet and Basal Reading System." 19(May, 1966), 666-669.

Investigates i/t/a and DMS in Sheldon Readers, and Allyn and Bacon Basal series effectiveness in 21 New Jersey first grade classrooms. Evaluates the necessity for reading readiness materials and the choice of the best predictor for reading achievements.

151. Hahn, Harry T. "Three Approaches to Beginning Reading Instruction - ITA, Language Arts, and Basic Readers." 19(May, 1966), 590-594.

Studies the effectivess of ITA, Language Arts - Van Allen materials plus Speech to Print Phonics, and a non-specified basal reader approach. Recounts materials used and training opportunities within twelve Michigan districts. Presents results and conclusions in terms of reading attitude, writing skills, word reading, paragraph meaning and spelling.

152. Hayes, Robert B. "ITA and Three Other Approaches to Reading in First Grade." 19(May, 1966), 627-630.

Evaluates Scott, Foresman plus phonics workbook, Lippincott, and ITA programs. Analyzes mean results in terms of I.Q. level and various subtests. Discusses plans to continue the study into 1965-1966.

153. Kendrick, William M. "A Comparative Study of Two First Grade Language Arts Programs." 20(Oct., 1966), 25-30.

Contrasts a language arts with a basal reader approach. Reports no over-all significant differences between the methods; although, there were significant differences divided between the two approaches.

154. MacDonald, James B., Harris, Theodore L., and Mann, John S. "Individual versus Group Instruction in First Grade Reading." 19(May, 1966), 643-646.

Investigates whether individualized teaching will reflect better results than group instruction after group readiness activities. Evaluates programs in terms of achievements, attitude, social choices, and teacher knowledge of pupil achievements.

155. McCanne, Roy. "Approaches to First Grade English Reading Instruction for Children from Spanish-Speaking Homes." 19(May, 1966), 670-675.

Investigates how sequential skills can best be taught to Spanish-speaking children in English-speaking classes in Colorado. Compares proficiency levels of reading English of the Spanish-speaking students taught by three methods: Betts basal readers, R. Van Allen language experience approach, and Bumpass' English as a Second Language materials. Makes recommendations for teaching Spanish-speaking first grade children to read English.

156. Manning, John C. "Evaluation of Levels--Designed Visual-Auditory and Related Writing Methods of Reading Instruction in First Grade." 19(May, 1966), 611-616.

Stresses different aspects of the Ginn basal program and asks which method results in the highest achievement and whether these differences could be due to sex or intelligence. Includes Mexican-Americans in the California based sample. Provides a detailed and charted description of instructional procedures preceding the conclusions.

157. Mazurkiewicz, Albert J. "ITA and TO Reading Achievement When Methodology Is Controlled." 19(May, 1966), 606-610.

Reviews the rationale for ITA and investigates differences in reading achievement after the ten weeks and again after five months. Compares both spelling and reading achievement after 140 days for first grade children.

158. Murphy, Helen A. "Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction." 19(May, 1966), 585-589, 600.

Compares in thirty classrooms in three industrial cities three phonics programs: 1) Scott, Foresman, 2) Speech-to-Print, and 3) Speech-to-Print plus writing. Summarizes the three programs and provides a detailed description of testing procedures in each. Bases findings and conclusions on testing at different times of the year.

159. Niles, Olive S. "Methods of Teaching Reading to First Grade Children Likely to Have Difficulty with Reading." 20(Mar., 1967), 541-45.

READING INSTRUCTION: Primary -- Comparisons of Instructional Programs

Compares the achievements of four first-grade groups taught with: 1) standard basal approach, 2) standard basal materials plus remedial instruction, 3) Houghton Mifflin readiness materials plus trade books, and 4) Houghton Mifflin readiness materials, tradebooks, and remedial instruction.

160. Reid, Hale C. and Beltramo, Louise. "Teaching Reading to the Low Group in the First Grade." 19(May, 1966), 601-605.

Chooses Ginn Elementary English, Houghton Mifflin, Little Owl Series, Continental Press materials and their variations as four possible approaches to teaching first grade reading to children scoring at or below the sixtieth percentile on the Metropolitan Readiness Test. Gives attention to finding combinable features of these methods based on the hypothesis that no one method would be superior in all aspects. Presents recommendations based on observation and teacher opinion.

161. Ruddell, Robert B. "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning." 19(May, 1966), 653-660.

Investigates four programs using varying degrees of grapheme-phoneme consistency or language structure as related to meaning. Uses 24 first graders in California as subjects.

162. Sartain, Harry W. "The Roseville Experiment with Individualized Reading." 13(Apr., 1960), 277-281.

Reports a study of ten second grade classes which found that the individualized approach to reading does not produce better reading gains than a strong basal program.

163. Schneyer, J. Wesley. "Reading Achievement of First Grade Children Taught by a Linguistic Approach and a Basal Reader Approach." 19(May, 1966), 647-652.

Compares Fries' linguistic and Scott Foreman's basal approaches for first grade children of various ability levels in a stratified random sample. Notes major findings and limitations. Speculates upon causes of variance.

164. Sheldon, William D. and Lashinger, Donald R. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers." 19(May, 1966), 576-579.

Reports a study of 21 New York first grade classrooms which compares results of teaching beginning reading by Ginn Basal Readers, Singer Structural Reading Series, and the Bloomfield-Barnhart Let's Read program. Presents emphases of different methods as well as pre- and post-testing and data analysis.

165. Spencer, Doris U. "Individualized First Grade Reading Versus a Basal Reader Program in Rural Communities." 19(May, 1966), 595-600.

Compares the Scott, Foresman series with an individualized approach combining phonics and story reading at first grade level. Explains that both groups encouraged pupil teams, offered teacher workshops, and utilized experienced teachers. Deals with multiple program components in conclusions.

166. Stauffer, Russell G. "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction." 20(Oct., 1966), 18-24.

Compares a language arts approach to a basal reader approach in teaching reading. Concludes that both methods are effective and that the language arts approach is a most effective means of teaching initial reading and can be used to teach all children.

167. Tanyzer, Harold J. and Alpert, Harvey. "Three Different Basal Reading Systems and First Grade Reading Achievement." 19(May, 1966), 636-642.

Measures the achievement of children using the Lippincott, i/t/a, and Scott, Foresman programs with special care being given to adjusting material to the level of the learner. Notes differences in spelling and various subtests of reading at year's end and suggests longitudinal studies to determine if these differences might eventually disappear.

168. Wrightstone, J. Waye. "Research Related to Experience Records and Basal Readers." 5(Nov., 1951), 5-6, 17.

Summarizes research findings on the relative merits of the basal reader versus the experience method of teaching beginning reading. Points out that a variety of factors influence performance and that results of research have been inconclusive as to which method is preferable.

169. Wyatt Nita M. "The Reading Achievement of First Grade Boys versus First Grade Girls." 19(May, 1966), 661-665.

Contrasts boys and girls in their reading achievement when taught by basal, linguistic, or multi-basal materials. Investigates teacher ability to reward these first grade boys and girls equally and compares whole word and phonic methods.

See also: 263, 546, 651.

Intermediate

170. Amble, Bruce R. "Phrase Reading Training and Reading Achievement of School Children." 20(Dec., 1966), 210-218.

Assesses usefulness of tachistoscopically presented phrase reading materials with fifth and sixth graders and compares two methods of tachictoscopic training. Presents in detail procedures and findings.

171. Aronow, Miriam S. "A Study of the Effect of Individualized Reading on Children's Reading Test Scores." 15(Nov., 1961), 86-91.

Reports research findings demonstrating that sixth-grade pupils who had been taught by the individualized reading approach showed significantly higher reading achievement than a matched group of sixth graders who had not used this instructional technique.

172. Bormouth, John R. and Aker, Cleatus C. "Is the Tachistoscope a Worthwhile Teaching Tool?" 14(Jan., 1961), 172-176.

Reports results obtained in a study of the influence of tachistoscopic training upon rate and comprehension at the sixth grade level. Finds only chance differences between experimental and control groups in comprehension, rate, and vocabulary.

173. Cleland, Donald L. and Toussaint, Isabella H. "The Interrelationships of Reading, Listening, Arithmetic Computation and Intelligence." 15(Jan., 1962), 228-231.

Uses correlation and multiple regression analysis on data obtained from intermediate grade pupils. Indicates general positive relationships among skills tested and between skills and intelligence. Shows that listening ability correlated to the highest degreee with reading, while arithmetic computation showed the lowest correlation with reading.

174. Gore Lillian L. "Developing Readiness in the Middle Grades." 6(Jan., 1953), 33-36.

Discusses readiness factors in the middle grades. Emphasizes the importance of the teacher being aware of the child's record, motivating the child to a higher reading level, and developing more complex reading techniques. Considers also the importance of aiding the child in recognizing his reading needs.

175. Kottmeyer, William. "Direct versus Incidental Teaching of Reading beyond the Primary Grades." 8(Apr., 1955), 202-206.

Defines and discusses the criticisms and defenses of both the indirect (incidental) and the direct (systematic) teaching of reading. Delineates the advantages of the direct method.

176. LaBrant, Lou. "The Larger Context: Setting." 11(Apr., 1958), 234-238.

Suggests ways to develop the skill of intermediate and junior high school age children in determining the setting-time, and place-of what is being read through larger context of the material.

177. McElroy, Kathryn Mohr. "A Comparative Study of Reading Growth from Grades Two to Seven." 15(Nov., 1961), 98-101.

Investigates whether there is a marking-time period in the middle grades when a child's reading progress reaches a plateau. Finds, among other things, that there is a lack of growth in reading between the third and fourth grades and between the fourth and fifth grades, as contrasted with other grade areas.

178. Ramsey, Wallace. "The Kentucky Reading Study." 16(Dec., 1962), 178-181.

Describes a state-wide research program which assessed the reading achievement levels of pupils in grades four and eight during fall and spring testings. Provides a comparison of the state results with national norms. Discusses implications of findings.

179. Sheldon, William D. "Curriculum Problems Presented by Poor Readers." 11(Feb., 1958), 175-178.

Discusses instructional problems that intermediate grade teachers have helping poor readers to develop mastery of content and of study skills for use primarily in the content areas.

180. Smith, Lois and Becher, Jane. "Self-Selection with Intermediate Children." 14(Nov., 1960), 83-88.

Reports the results obtained in an experiment by a single teacher using an individualized self-selection program. Concludes that children are eager to read if they can select interesting materials on their reading level.

181. Sterling, Edna L. and Simondet, Alice. "Organizing Reading in the Middle Grades." 10(Dec., 1956), 86-92.

Outlines the qualities, materials, main goals, and features of well-planned lessons for the middle grade reading program.

182. Talbert, Dorothy G. and Merritt, C. B. "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V." 19(Dec., 1965), 183-186.

Compares the effectiveness of basal versus basal plus individualized approaches in teaching reading to 436 fifth grade students in Tucson. Analyzes the differences after one year in terms of the number of pages read, the attitude toward reading, and reading achievement.

183. Wilson, Robert M. "Oral Reading Is Fun." 19(Oct., 1965), 41, 43.

Reports the use of the language laboratory to teach oral reading to sixth-grade pupils of Edinboro State College campus school and delineates specific lesson procedures. Reports findings and suggests ways for schools to implement the program.

See also: 13, 37, 281, 460, 463, 530, 660, 745.

Junior and Senior High School

184. Berkey, Sally. "Reading and Study Skills Program in a High School District." 16(Nov., 1962), 102-103.

Describes and evaluates a high school reading program. Observes an average reading gain of one year and seven months during the entire school year with ninth grade students.

185. Bland, Phyllis. "A High School Developmental Reading Program." 8(Feb., 1955), 146-152.

Describes a high school reading program for all students that includes diagnosis of individual reading needs, systematic instruction in small classes, use of diversified material, and development of favorable attitudes.

186. Boehm, Charles H. "A State Superintendent Comments on Some Problems in a State Reading Program." 14(May, 1961), 319-322.

Discusses administrative aspects of Pennsylvania's mandated secondary school reading program. Provides some of the background data which led to the establishment of the program.

187. Cawelti, Gordon L. "Reading Improvement Programs in Selected Midwestern High Schools." 17(Sept., 1963), 36-37.

Describes the nature of reading improvement programs in 27 high schools. Cites the unavailability of trained personnel as a limiting factor in improving existing programs.

188. Clark, Robert Wayne. "Improvement in the Language Arts: A Progress Report." 14(Jan., 1961), 181-187.

Reports the results of a survey of the language arts skills--reading comprehension, vocabulary, spelling, and English usage--of eleventh and twelfth grade students in a large metropolitan boys' high school. Describes program evolving from the survey.

189. Cleland, Donald L. "The Significance of Developmental Reading Skills." 8(Feb., 1955), 134-140.

Stresses the need for developmental reading programs. Defines such programs principally in terms of growth and progress, providing for individual differences,and allowing maximum reading maturity. Describes a typical developmental program from initial reading instruction through the senior high school.

190. Dressel, Paul L. "The Evaluation of Reading." 15(Mar., 1962), 361-365.

Discusses the various purposes for reading and suggests ways in which evaluation may be used to improve reading ability. Points out the need for better reading instruction at the secondary level.

191. Early, Margaret J. "A High School Faculty Considers Reading." 13(Apr., 1960), 282-287.

Raises questions as to what reading is, what reading means to all students, the meaning of individual differences, what it means to teach reading, who is responsible for reading improvement, and what a reading program is.

192. Heavey, Regina. "High School Students Build Vocabularies." 7(Apr., 1954), 229-231.

Urges the development of word attack skills at all educational levels, including vocabulary for speaking, writing, listening, and reading demands. Stresses the necessity of having an appreciation of and feeling for words. Presents a method of noting and mastering unfamiliar words found in newspapers or varied texts.

193. Joli, Leonard W. "High School Students Also Need Help in Reading." 5(Feb., 1952), 9, 11.

Provides specific suggestions on: 1) obtaining high interest - easy reading bibliographies for poor ninth grade readers, 2) improving book reports, 3) assisting ninth graders to determine the meaning of words independently, and 4) helping students increase their reading rate.

194. Larrick, Nancy. "Practical Helps in Reading for Secondary School Teachers." 5(Sept., 1951), 14-15.

Makes suggestions on finding high interest - easy vocabulary books for disabled ninth grade readers, on assigning book reports, on determining the meaning of a word independently, on increasing reading speed, and on dealing with content-area textbooks that are too difficult in terms of readability.

195. Madeira, Sheldon. "Reading in Pennsylvania Schools." 14(May, 1961), 314-318.

Discusses the results of a survey of 369 of the 993 secondary schools in the Commonwealth of Pennsylvania regarding their reaction to the state's mandated secondary school reading program. Summarizes both positive and negative reactions to the state's program.

196. Mulry, Verna. "Practical Helps in Reading for Secondary School Teachers." 4(May, 1951), 9-10.

Discusses techniques and materials which a secondary teacher might use to teach word recognition, vocabulary, spelling, and study skills.

197. Pitts, Edith. "Practical Helps in Reading for Secondary School Teachers." 5(Jan., 1952), 15-16.

Provides specific suggestions on teaching word recognition techniques in junior high school and the function of oral reading through the grades.

198. Rasmussen, Glen R. and Dunne, Hope W. "A Longitudinal Evaluation of a Junior High School Corrective Reading Program." 16(Nov., 1962), 95-101.

Describes a reading program which included developmental, accelerated, correctional, and remedial classes conducted by a suburban junior high school. Hypothesizes that retarded readers with normal intelligence, as a result of placement in a correctional reading class, will have: 1) a greater improvement in reading skills and 2) a smaller drop-out rate.

199. Robinson, H. Alan. "Practical Helps in Reading for Secondary School Teachers." 4(Mar., 1951), 9.

Suggests that pupils be given a chance to select texts, workbooks, library books, and references. Urges that students understand the purpose for which they are reading and recommends that students be given carefully planned practice in following directions.

200. Robinson, H. Alan. "Ways to Organize the Reading Program in a Secondary School." 6(Nov., 1952), 38-41.

Lists and explains the needed ingredients in the development of an organized reading program at the secondary level. Gives six examples of suggested school plans in reading and points out the need for teacher cooperation in group reading instruction.

201. Robinson, Alan. "A Cluster of Skills: Especially for Junior High School." 15(Sept., 1961), 25-28.

Suggests emphasizing clusters of closely related skills at the junior high school level. Examines the cluster of skills labeled "the key thought cluster" which includes sequentially the steps: 1) finding the key words in a sentence, 2) finding the key sentence in a paragraph, and 3) finding the main thought in a paragraph.

202. Severson, Eileen E. "A Reading Program for High School Students." 16(Nov., 1962), 103-106.

Describes a high school reading program which involved teachers from all teaching areas. Discusses emphases such as using the textbook, vocabulary development, the SQ3R technique, and organizational skills.

203. Simmons, John S. "The Scope of the Reading Program for Secondary Schools." 17(Sept., 1963), 31-35.

Presents a theoretically sound high school reading program and contrasts it to findings from a survey of reading practices in 127 upper mid-western high schools.

204. Staiger, Ralph C. "How We Made a Movie to Help High School Readers." 5(Feb., 1952), 7-8.

Describes the project undertaken by a high school teaching staff of preparing a film to demonstrate the SQ3R study technique to high school students.

205. Staiger, Ralph. "High School Pupils Also Need Individual Help in Reading." 6(Sept., 1952), 17-20.

Classifies the components of reading ability and suggests that help based upon individual needs be given in heterogeneous groups.

206. Strang, Ruth. "Progress in the Teaching of Reading in High School and College." 16(Dec., 1962), 170-177.

Examines the trends in high school and college reading programs in respect to theories, programs, increased numbers of personnel, and increased interest by students in improving their reading skills.

207. Summers, Edward G. "Evaluation of Reading Gains in a Secondary School Reading Laboratory." 17(Jan., 1964), 255-259.

Reports that significant group test score gains resulted from a six week program of reading instruction conducted with high school sophomores of low, middle, and high ability.

208. Townsend, Agatha. "What Research Says to the Reading Teacher - Reading in the Junior Grades." 15(Mar., 1962), 369-371.

Notes increase in bibliographies of research as well as in research itself on junior high school reading since 1950. Provides a 23-item annotated bibliography of studies on reading in grades seven through nine.

209. Viox, Ruth G. "Setting Up a Junior High School Summer Reading Improvement Program." 17(Sept., 1963), 38-41.

Describes the planning, institution, and evaluation of summer reading programs for seventh graders in three junior high schools. Emphasizes criteria for admission.

210. Williams, Gertrude H. "Recent Research on Reading in the Secondary Schools." 4(Jan., 1951), 7, 12.

Summarizes research on the secondary level as the second of a series of three articles on reading research. Includes summaries on bibliotherapy, diagnosis, critical reading, readability, and remedial reading.

211. Wilson, Rosemary Green. "What's Happening in Reading in Philadelphia." 11(Feb., 1958), 185-188.

Describes a large city reading program with major emphasis on a secondary program--remedial, developmental, and clinical services--and the inservice training of teachers.

212. Young, Nancy S. "Practical Helps for Secondary School Teachers." 4(Oct., 1950), 9, 15.

Recommends practices for teaching reading at the secondary school level. Suggests that every teacher be a teacher of reading, that readiness is an appropriate concept at the secondary level and that students' interests and motivation are important factors to successful reading.

See also: 16, 176, 237, 330, 367, 411, 483, 535, 548, 611, 626, 635, 641, 643, 790, 805.

College and Adult

213. Abraham, Willard. "Reading Problems among College Students." 8(Feb., 1955), 153-158.

Proposes ways in which college teachers should recognize and work with individual differences in their classrooms in order to meet the challenge of students who have reading difficulties.

214. Acker, Ralph S. "Reading Improvement in Military, Government, and Business Agencies." 14(Nov., 1960), 89-92.

Reports the status of adult reading improvement programs in the military, government, and business. Discusses how programs are organized as well as their objectives, methods, equipment, procedures, and materials. Concludes that all agencies surveyed had flexible programs aimed at increasing speed, comprehension, and vocabulary. Points out changes being made in the programs.

215. Altstetter, Mabel F. "How Full Is Full?" 12(Oct., 1958), 14-18.

Discusses the problem of the American adults who know how to read but yet read very little. Contends that the reading curriculum places too much emphasis on skills and too little emphasis on the creative use of reading.

216. Barbe, Walter B. and Carr, Jack A. "Should We Group for Reading in College?" 11(Dec., 1957), 116-120.

Discusses the need for college reading programs to enable all students to achieve their full potential. Proposes three distinct programs for: 1) retarded readers, designed to teach basic skills, 2) slow readers, geared to improve both rate and comprehension, and 3) good readers, to make them even better readers.

217. Cleland, Donald L. "Adults, Too, Can Improve Their Reading Skills." 6(May, 1953), 45-50.

Discusses causes of poor adult reading habits. Advises adults to improve reading skills by: 1) trying to develop vocabulary, 2) using context clues, 3) using knowledge of suffixes, prefixes, and roots, 4) practicing some rapid reading daily, 5) pacing rate when reading for different purposes, 6) developing habits of self-competition, and 7) avoiding making a fetish of speed in reading.

218. Cortright, Richard W. "The Subject of Literacy Has Come of Age." 19(Oct., 1965), 9-13.

Describes several U.N. literacy programs. Notes a growing awareness of the literacy problem in the U.S. and explores the application of knowledge gained overseas to American needs. Recounts federal, state, and local programs.

219. Grambs, Jean D. "The Conference on Lifetime Reading Habits." 12(Apr., 1959), 218-221.

Presents the results of a conference which dealt with the problem of the non-reading adult. Focuses upon the experiences of adolescents in the school situation which do or do not appear to lead to adult habits of continued reading.

220. Hildebrandt, William. "Some of the Roots of the Ideal of Universal Literacy." 19(Oct., 1965), 4-8.

Traces the history of the development of public education and attempts to provide universal literacy. Dwells at length on attempts during Charlemagne's reign, during Luther's time, in 18th century Europe, and in early America.

221. Luke, Robert A. "The Responsibility of the Teaching Profession for the Reduction of Mass Illiteracy." 19(Oct., 1965), 14-17.

Argues that teachers must be concerned with the education of both adults and children. Summarizes UNESCO's position concerning literacy programs. Notes the involvement of the teaching profession in the WCOTP Conference.

222. Newton, Eunice Shaed. "Empirical Differences between Adequate and Retarded Readers." 13(Oct., 1959), 40-44.

Concludes that college freshmen in this study who are adequate readers differ from those who perform below thirteenth grade level in factors such as location of secondary schools attended, occupational status of parents, chronological age, and academic success in college.

223. Nighbert, Keith J. "Program for Illiterate Adults." 11(Oct., 1957), 31-32, 42.

Describes the preliminary preparation and implementation of a course combining both TV and printed materials in Memphis. Discusses methods of gathering data through the census tracts on the 760 adults involved in the program.

224. Parry, Douglas F. "College Students Sharpen Their Reading Skills at Drake." 6(Mar., 1953), 42-44.

Lists five major functions of Drake University's Reading and Study Skills Laboratory. Offers several suggestions to help students learn to read and describes the kinds of students involved in the reading improvement program and the program's results.

225. Patterson, Charles W. "Pilot Project in Reading and Study Habits." 17(Apr., 1964), 531-535.

Describes an intensive reading and study course of nine weeks' duration conducted for second semester college freshmen in which the experimental group showed significant gains in several tested areas over the control group.

226. Pauk, Walter. "Study Skills and Scholastic Achievement." 19(Dec., 1965), 180-182.

Summarizes experiments at Cornell University comparing the academic achievement of control groups with that of experimental groups having training either in study skills or reading and study skills.

227. Purcell, John Wallace. "Poor Reading Habits: Their Rank Order." 16(Mar., 1963), 353-358.

Surveys 827 students enrolled in 91 classes of a college reading clinic to determine causes of reading retardation. Delineates, on the basis of self-diagnosis, 12 causes of reading retardation and lists them in rank order.

228. Schneyer, J. Wesley. "Problems of Concentration among College Students." 15(Sept., 1961), 34-37.

Reports that the primary reason for seeking help in a college reading clinic is difficulty in concentrating on required reading and study assignments. Explains that personal interviews with each student and observations of their work in the clinic led to the formulation of three basic reasons for this inability to concentrate: 1) anxiety and tension from personal conflict, 2) poor study skills, and 3) slow reading rate.

229. Shaw, Phillip B. and Townsend, Agatha. "Diagnosis of College Reading Problems by Use of Textbooks." 14(Sept., 1960), 30-35.

Presents a case for developmental reading instruction at the college level and discusses procedures for incorporating student textbooks and reference works into a program for informal diagnosis.

230. Siegel, Max. "Adult Reading Improvement: A Five-Year Report." 15(Jan., 1962) 246-253.

Discusses the reading improvement program for adults instituted by the Brooklyn Public Library and by Brooklyn College. Describes the step-by-step process in setting up the program and suggests how similar programs might be set up by libraries around the country.

231. Townsend, Agatha. "What Research Says to the Reading Teacher - From High School to College: A Problem for Reading Research." 10(Dec., 1956), 107-109.

Discusses needs of readers in terms of their adjustment to post-high school experiences. Stresses the need for progressing in reading skills in college and poses the question of how to teach these skills on the college level.

232. Townsend, Agatha. "What Research Says to the Reading Teacher - College Reading and the Student." 17(Mar., 1964), 469-472.

Discusses trends in research on college reading and summarizes recent studies on the college level. Includes a 13-item annotated bibliography.

233. Williams, Gertrude H. "Recent Research in Reading on the College Level." 4(Mar., 1951), 13.

Summarizes as the third in a series of three reviews of reading research, investigations on the college level. Includes studies on motivation, interest, and instructional problems.

234. Williams, Gertrude H. "Recent Research in Reading on the College Level." 4(May, 1951), 17.

Summarizes research dealing with instructional and evaluative problems.

235. Witty, Paul, Stolarz, Theodore, and Cooper, William. "The Improvement of Reading Rate and Comprehension in Adults." 13(Dec., 1959), 121-128.

Describes an adult reading improvement program. Includes test results and a description of materials and techniques used.

See also: 16, 36, 310, 368, 488, 767.

Reading in Other Countries

236. Bond, Guy L. "Differences in Reading Instruction in English-Speaking Countries." 14(Jan., 1961), 154-158.

Compares the program of reading instruction in the United States with those found in Australia, England, New Zealand, and Scotland.

237. Boyd, Rae. "Rate of Comprehension in Reading among Sixth Form Pupils in New Zealand Schools." 20(Dec., 1966), 237-241.

Examines whether reading programs are desirable at the sixth form and, if desirable, which of the reading skills should be emphasized. Concludes that a reading improvement program is desirable at the sixth form and points out that the effectiveness of such a program depends on the time taken in reading improvement and whether continual application to the subject area takes place.

238. Caceres, Nicanor Rivera. "The Teaching of Reading in Peru." 16(Sept., 1962), 18-21.

Describes the standard "generative word" approach to initial reading instruction and the innovations that have been developed in Peru. Cites the diagnostic procedures used for determining reading readiness, the materials of instruction, and the testing program.

239. Cochrane, R. G. "What's Happening in Reading in Australia." 14(Sept., 1960), 36-44, 49.

Discusses in detail the status of reading instruction at the college, infant school, primary, and secondary levels. Includes a section on Australian reading research and provides a list of Australian journals publishing research in reading.

240. Edwards, Thomas J. "The Teaching of Reading in Iran." 16(Sept., 1962), 7-12.

Discusses the problems of adapting to the Persian writing system Western principles of language arts instruction. Reviews the current methods of teaching reading in Iran.

241. Fleming, C. M. "What's Happening in Reading in Great Britain." 12(Feb., 1959), 176-180.

Discusses the status of reading and reading instruction in Great Britain. Reviews reading habits, teaching methods, remedial programs, and reading research.

242. French Embassy, Cultural Services, New York City. "Concerning Methods in Learning How to Read." 13(Feb., 1960), 215-217.

Compares the synthetic-phonetic method which is traditional in France, to the analytic-sight method which is an innovation in French reading instruction. Points out that the analytic method is being used widely in girls' schools, while boys' schools primarily use the phonetic method.

243. Gray, William S. "World-Wide Trends in Methods of Teaching Reading to Children and Adults." 7(Dec., 1953), 89-95.

Bases information on Unesco study of world-wide trends in teaching methods for children and adults. Compares past analytic and synthetic trends with present eclectic and learner centered trends. Reports a wide variation of methods.

244. Hernandez, Adolfo Jimenez. "The Teaching of Reading in Puerto Rico." 16(Dec., 1962), 182-186.

Describes historically the methods which have been used for reading instruction in Puerto Rico: the alphabet method, the meaning method, the rhyme method, the phonetic method, and the whole word method.

245. Hester, Kathleen B. "Puerto Rico - Leader in a Spanish-American Reading Program." 17(Apr., 1964), 516-521.

Describes the development of a literacy program for Puerto Rico which was adapted later for use in the Dominican Republic and Panama. Gives in detail the procedures used to construct materials and includes an evaluation of the success of the program.

246. Hildreth, Gertrude. "How Russian Children Learn to Read." 13(Dec., 1959), 134-143.

Discusses in detail the methods and materials used in early reading in the Soviet Union. Discusses the peculiarity of Russian orthography and analyzes the Russian Bookvar (ABC book). Stresses that Russian reading instruction is purely phonetic and concentrates on instruction in reading for understanding.

247. Hildreth, Gertrude. "Reading Methods for the English Language." 15(Nov., 1961), 75-80.

Discusses the irregular nature of English spelling and orthography and, on this basis, makes suggestions to the reading teacher on how to organize instruction. Concludes from personal observations of reading instruction in Turkey and from the writings of Laubach that teaching a phonemically consistent orthography

would be much less problematic than teaching children to read present-day English.

248. Hildreth, Gertrude. "Lessons in Arabic." 19(Dec., 1965), 202-210.

Delineates the uniqueness of printed Arabic, contrasting the Armenian alphabet with the Arabic and English. Provides a detailed description of various teaching methods for the reading of Arabic. Considers in conclusion, the possibility of the adoption of varied methods.

249. Hildreth, Gertrude. "Armenian Children Enjoy Reading." 19(Mar., 1966), 433-441.

Examines the rapid progress shown by Armenian children in learning to read, write, and spell, giving detailed descriptions of the two-book reader series used. Discusses: 1) the nature of the Armenian alphabet, 2) adult attitudes concerning education, 3) ages for initiating instruction, and 4) teaching methods used. Considers the feasibility of adapting such methods to teaching the English language.

250. Karlsen, Bjorn. "Reading Difficulties throughout the World." 9(Dec., 1955), 99-101, 128.

Points out the positive relationship between the phonetic complexity of a language and the incidence of reading disabilities. Shows that this relationship depends also on the unique characteristics of each nation.

251. Karlsen, Bjorn. "Children's Reading and the Linguistic Structure of Languages." 18(Dec., 1964), 184-187, 193.

Discusses deficiencies in the structures of other languages and how reading methods of countries must consequently differ. Warns against attempting to adopt methods from other countries to solve reading problems in the U. S. A.

252. Keithahn, Luella. "Teaching Reading in Brazil. 16(Sept., 1962), 2-6.

Describes the ecological conditions under which the development of education and particularly the improvement of reading instruction has been undertaken in Brazil. Discusses reading readiness programs, initial reading methods, intermediate grade reading programs, reading programs for adolescents and adults, and inservice education.

253. Kurasawa, Eikichi. "Reading Instruction in Japan." 16(Sept., 1962), 13-17.

Reviews the methods of teaching word recognition skills and comprehension skills in Japan. Cites problems peculiar to teaching reading in that country.

254. LaBrant, Lou. "Current Issues in the Teaching of Reading." 6(Mar., 1953), 37-41.

Discusses needs, developments, and problems in reading in the United States and abroad.

255. Lampard, D. M. and Jenkinson, M. D. "What's Happening in Reading in Canada." 12(Apr., 1959), 249-255.

Discusses reading instruction in Canada giving emphasis to secondary programs, remedial programs and inservice training of teachers as well as to the status of Canadian reading research. Notes that while in the past the Canadian sytem has been more decentralized than the American system, recent trends indicate greater centralization.

256. McCullough, Constance M. "Illiteracy in India: Problems and Progress." 19(Nov., 1965), 83-90.

Explores the bases for illiteracy in India giving eleven possible reasons for it. Enumerates Indian and United States programs and efforts to combat illiteracy and suggests possible future action.

257. McGlynn, Jeanne. "The First IRA Conference in Australia." 16(Sept., 1962), 29-30.

Reports the highlights of the first Australian conference of the International Reading Association. Includes a full enumeration of activities and speakers.

258. Malmquist, Eve. "What's Happening in Reading in Sweden? - I." 12(Oct., 1958, 33-39.

Discusses the trends in reading methodlogy in Sweden. Notes that the synthetic method is practiced widely. Contends, however, that an analytic method is more consistent with child development principles. Suggests a reading readiness program.

259. Malmquist, Eve. "What's Happening in Reading in Sweden? - II." 12(Dec., 1958), 98-102.

Notes that few studies of reading have been conducted in Sweden. Discusses the medical and psychological research pertaining to reading disability. Summarizes the important findings of the Malmquist Study of reading disability in Swedish first grades.

260. Malmquist, Eve. "Teaching of Reading in the First Grade in Swedish Schools." 16(Sept., 1962), 22-28.

Discusses the concepts of maturity and readiness in respect to initial reading instruction where, in Sweden, children do not begin school until the age of seven. Describes the synthetic methods which are used widely, the vocabulary load in readers, remedial teaching, and research.

261. Miller, Edna and Bracken, Dorothy, Kendall. "All This - And Sightseeing Too!" 19(Jan., 1966), 281-283.

Recalls highlights of IRA's first summer tour (1965). Comments on schools and educational attitudes in each country, noting problems common to all teachers. Cites major speakers, addresses, and meetings.

See also: 445, 461.

262. Russell, David H. "The International Reading Association in Australia." 13(Feb., 1960), 212-214.

Briefly discusses the author's impressions of the growth and influence of the International Reading Association in Australia. Stresses positive opportunities for improvement of reading in Australia.

263. Tensuan, Emperatriz S. and Davis, Frederick B. "An Experiment with Two Methods of Teaching Reading." 18(Oct., 1964), 8-15.

Discusses the procedures, data, and results of a longitudinal study of 37 Philipino classrooms to determine whether the cartilla (phonics) or combination method of teaching reading to Philipinos is more effective in first through third grades. Concludes that the combination method of reading yields better results in teaching Philipino children in grades one and two and more strongly facilitates learning to read English in grade three.

264. Townsend, Agatha. "What Research Says to the Reading Teacher - In Other Countries and Languages." 19(Jan., 1966), 293-297.

Emphasizes the international character of reading instruction while cautioning against misinterpreting results of specific research carried on abroad because of lack of knowledge of the total situation. Includes a 20-item annotated bibliography of research on reading instruction abroad.

III. DEVELOPMENT OF READING SKILLS
(Articles 265-403)

Word Recognition, Phonics, and Vocabulary

265. Allen, Robert L. "Better Reading through the Recognition of Grammatical Relations." 18(Dec., 1964) 194-198.

Presents a new approach to grammar - sector analysis- which emphasizes sentence units and their relationships.

266. Artley, A. Sterl. "Controversial Issues Relating to Word Perception." 8(Apr., 1955), 196-199.

Discusses three issues related to word perception: 1) relation of the word perception program to the over-all goals of reading instruction, 2) the content of the word perception program, and 3) the teaching of word perception skills. Maintains that phonics should only be one part of the total reading program.

267. Aspden, Mable. "Phonetics, Related to Listening and Reading Skills." 14(Nov., 1960), 112-114.

Describes the procedure for teaching phonic skills based on the use of picture cards with words printed on them. Explains how the child breaks the words into initial, terminal, and first vowel sounds.

268. Austin, Mary C. "Context Clues Aid Word Recognition." 6(May, 1953), 18-24.

Considers a number of context clues which should be taught, the need for developing readiness for their intelligent use, and the types of activities which might assist pupils in employing context clues more effectively. Discusses the need for evaluating pupils' abilities to determine the meaning and pronunciation of unfamiliar words through contextual aids as well as some special problems which arise in teaching by this method.

269. Bailey, Mildred Hart. "The Utility of Phonic Generalizations in Grades One through Six." 20(Feb., 1967), 413-18.

Applies Clymer's 45 phonic generalizations to the total vocabulary of all textbooks from grades one through six of eight basal reading series. Presents in tables conformations and exceptions to Clymer's generalizations and the per cent of utility of each. Identifies those generalizations of low, borderline, and wide applicability and recommends further research.

270. Bloomer, Richard H. "Reading Methodology: Some Alternative Organizational Principles." 14(Jan., 1961), 167-171.

Reports results obtained in a classroom adaptation study of the Progressive Choice method which utilizes concepts of stimulus organization not customarily applied to reading materials. Finds this method to be superior in developing word recognition and sentence reading abilities. Calls for re-examination of current basal programs.

271. Breen, L. C. "Vocabulary Development by Teaching Prefixes, Suffixes, and Root Derivatives." 14(Nov., 1960), 93-97.

Summarizes the findings of an analysis of the Rinsland Word List with regard to the frequency of prefixes, suffixes, and Latin and Greek derivatives. Presents the list of those most commonly used by children.

272. Burrows, Alvina Treut. "The Conflict over Phonics Is Still Raging." 6(May, 1953), 12-17.

Tells of conflicting opinions of professional staffs concerning the teaching of phonics. Reports the evidence of research in regard to phonics teaching and describes classroom procedures fostering phonics related to reading by answering questions often asked by teachers. Includes a bibliography.

273. Burrows, Alvina Treut and Lourie, Zyra. "When Two Vowels Go Walking.'" 17(Nov., 1963), 79-82.

Points out that the "when two vowels go walking" rule is refuted in more than half the words with two adjacent vowels.

274. Cammarota, Gloria. "Word Groups in Speech and in Reading." 18(Nov., 1964), 94-97.

Lists words that serve as signals for noun, verb, phrase, and clause word groups. Offers some specific methods of teaching reading with an emphasis on word groups.

275. Clymer, Theodore. "The Utility of Phonic Generalizations in the Primary Grades." 16(Jan., 1963), 252-258.

Identifies 45 phonic generalizations presented in four widely used sets of readers on the primary level. Determines the usefulness of teaching these generalizations for word attack.

276. Cordts, Anna D. "The Phonetics of Phonics." 9(Dec., 1955), 81-84.

Provides an inventory for the reader to review his own knowledge of phonics. Discusses the need for teachers to be schooled in the science of phonetics.

277. Cortwright, Richard. "Another Simplified Spelling?" 19(Apr., 1966), 508-511.

Advocates the adoption of Dr. Frank Laubach's Learn English the New Way (ENW), a simplified spelling system. Illustrates the similarity to "old" spelling by printing one section of the article in ENW. Enumerates the steps to learning this method and suggests those for whom it might be appropriate.

278. Daniels, J.C. and Diack, Hunter. "The Phonic Word Method." 13(Oct., 1959), 14-21.

Describes the rationale for the phonic word method used in the Royal Road Readers. Includes results of a study testing the materials and a statement by the authors dissociating themselves from Flesch's arguments in Why Johnny Can't Read.

279. Durrell, Donald D. "Vocabulary Control - More or Less?" 8(Oct., 1954), 25-29.

Points out the need for adjusting materials to the student's reading ability and for teaching word analysis skills as a means of enabling a student to have control over new vocabulary.

280. Emans, Robert. "The Usefulness of Phonic Generalizations above the Primary Grades." 20(Feb., 1967), 419-25.

Uses the same procedures as did Clymer in his identification of 45 phonic generalizations to a randomly chosen sample of post-primary words from The Teacher's Word Book of 30,000 Words. Applies both primary and secondary generalizations to each word. Presents, in tabular form, conformations and exceptions to the generalizations and the per cent of utility for each generalization. Summarizes and compares results of both this study and Clymer's.

281. Gates, Arthur I. "Results of Teaching a System of Phonics." 14(Mar., 1961), 248-252.

Studies the reading abilities of third, fourth, and fifth grade pupils in a community in which the Carden system of phonics had been used for a number of years. Reports that although the children studied were reading on the average one year above their present grade placement, they were not reading up to their expectancy level which was based upon the mental grade technique.

282. Gates, Arthur I. "The Word Recognition Ability and the Reading Vocabulary of Second and Third Grade Children." 15(May, 1962), 443-448.

Reports research which demonstrates that pupils throughout the elementary grades can pronounce and understand many more words than those which are taught as part of their basal reading program.

283. Goins, Jean Turner. "Visual and Auditory Perception in Reading." 13(Oct., 1959), 9-13.

Discusses the contention that word recognition confusion can be prevented by integrating into the whole word approach careful attention to the sequence and pattern of letters in words and to similarities of sounds in words as soon as several words with common elements have been learned.

284. Gray, William S. "Developing Word Recognition." 4(May, 1951), 1, 11.

Discusses the four principal techniques of word analysis: 1) meaning clues, 2) word-form clues, 3) structural analysis, and 4) phonetic analysis.

285. Gray, William S. "Phonic versus Other Methods of Teaching Reading." 9(Dec., 1955), 102-106.

Points out six generalizations about teaching phonics from three summaries of research comparing phonics and other methods of teaching reading. Stresses that the problem is not whether to teach phonics, but rather when and how to teach phonics.

286. Hanson, Irene W. "First Grade Children Work with Variant Word Endings." 19(Apr., 1966), 505-507, 511.

Discusses when instruction in variant word endings could be most profitably given. Uses 26 first grade classes as subjects, 13 of which were given 20 minute daily lessons for four weeks.

287. Hildreth, Gertrude. "Getting Acquainted with Words." 8(Dec., 1954), 95-99.

Outlines learning principles that apply to the development of word mastery in reading and discusses four aids to learning words.

288. Hoggard, J. Kendall. "Phonics in Directed Reading Activities." 9(Dec., 1955), 89-94.

Discusses misuse of phonic instruction in instances when it has been detrimental to comprehension. Raises four questions about teaching phonics and concludes that teaching phonics is important if it and other word recognition skills are included as part of directed reading activities which use correctly a basic reader.

289. Keislar, Evan. "Conference on Perceptual and Linguistic Aspects of Reading." 18(Oct., 1964), 43-49.

Reviews two basic directions of the 1963 Conference on Perceptual and Linguistic Aspects of Reading: 1) the proposals for alphabet revision with their subsequent field studies of consistent grapheme-phoneme correspondence, and 2) proposals for larger unit correspondences as found in letter patterns and word groups. Concludes that more needs to be learned about how beginning readers apprehend higher units from spelling patterns to syntax.

290. King, Ethel M. and Muehl, Siegmar. "Different Sensory Cues as Aids in Beginning Reading." 19(Dec., 1965), 163-168.

Seeks to identify the most efficient means of teaching similar and dissimilar words. Discusses five combinations of visual, auditory, and picture cue training methods and their implications for constructing beginning reading materials.

291. Kottmeyer, William. "How Can We Extend Children's Knowledge of Word Meanings?" 4(Oct., 1950), 1, 10.

Discusses specific techniques for developing a child's knowledge of word meaning. Includes suggestions for broadening a child's background of direct experience; the use of pictures, models and film strips; the use of a dictionary; and the use of prefixes, suffixes and roots.

292. Larrick, Nancy. "How Many Words Does a Child Know?" 7(Dec., 1953), 100-104.

Discusses difficulties in measuring vocabulary. Summarizes research results and suggests explanations for the wide divergence of findings. Describes five methods of vocabulary measurement.

293. Manye, Ethel. "How to Help Children Sound Out New Words They Meet in Their Reading." 7(Oct., 1953), 42-46.

Outlines techniques and activities involved in auditory perception. Explains how teachers, using check points, identify particular areas of weakness in each child. Suggests ways these skills can be applied to the pronunciation of unfamiliar words.

294. Morgenthaler, Edna. "Phonics: an Essential Tool." 5(Jan., 1952), 1-2, 16.

Discusses the child's need for phonic knowledge in beginning reading instruction. Recommends that phonics instruction be given only when a need arises and that such skills be used for the purpose of aiding the child to derive meaning from the written passage.

295. Mosse, Hilde L. "Reading Disorders in the United States." 16(Nov., 1962), 90-94, 101.

Argues for the re-introduction of the synthetic, phonetic method of reading instruction. Presents a critique of the whole word method.

296. Piekarz, Josephine A. "Common Sense about Phonics." 18(Nov., 1964), 114-117.

Isolates misconceptions and problems that are associated with the use of phonics in reading and advocates emphasis on integration of phonics with word structure as one of several necessary word identification techniques.

297. Robinson, Frank B. "Phonetics or Phonics?" 9(Dec., 1955), 84-88.

Defines phonics and phonetics. Discusses in detail two areas of research in phonetics. Concludes that while phonics and phonetics are not synonymous, they are closely related.

298. Robinson, H. Alan. "A Study of the Techniques of Word Identification." 16(Jan., 1963), 238-242.

Examines the relative effectiveness of five general types of word identification techniques; 1) context alone, 2) word configuration plus context, 3) initial phonic and/or structural clues plus context and configuration, 4) final and initial phonic and/or structural clues plus context and configuration, and 5) whole word clues.

299. Roswell, Florence G. and Chall, Jeanne S. "Helping Poor Readers with Word Recognition Skills." 10(Apr., 1957), 200-204.

Discusses word recognition as the foremost problem of poor readers. Presents a developmental guide to word recognition skills, several tests for diagnosis, and nine ways to teach skills that are lacking.

300. Shawaker, Annette. "A Substitute for the Whole-Word Method." 20(Feb., 1967), 426-432.

Presents a linguistically based program which emphasizes the absence of both praise and criticism and in which words are attacked through knowledge of the letter alphabet, the sound alphabet, blending, and syllabication.

301. Smith, Carl Bernard. "The Double Vowel and Linguistic Research." 19(Apr., 1966), 512-514.

Answers Burrows and Lourie's article (Nov., 1963) which questions the double vowel rule on the basis that it is inaccurated more than fifty per cent of the time. Distinguishes between linguistics and teaching reading and maintains that there are several generalizations that can be taught. Emphasizes the importance of the child's mastering the long vowel rule before he is asked to differentiate among the long vowel key, the dipthong key, and the irregular double vowels.

302. Smith, Nila Banton. "When Shall We Teach Phonics?" 2(June, 1950), 13-15.

Considers the critical problem of when phonics should be introduced into reading instruction and lists the advantages of postponement. Cites studies by Sexton and Herron and by Dolch and Bloomster. Concludes that the child's maturity level should determine the introduction of phonics instruction.

303. Smith, Nila Banton. "Modern Methods of Teaching Phonics." 4(Oct., 1950), 3-5.

Presents three fundamental principles for the teacher of phonics: 1) he should observe individual differences, 2) he should ensure that phonics training be functional and meaningful, and 3) he should proceed from known words when teaching phonic elements.

304. Smith, Nila Banton. "Phonics in Beginning Reading: Review and Evaluation." 9(Dec., 1955), 73-80.

Reviews the history of the teaching of phonics in early reading as well as theory and practice in present-day instruction.

305. Staiger, Ralph C. "Your Child Learns Phonics." 9(Dec., 1955), 95-99.

Attempts for the sake of concerned parents to put phonics in proper perspective, i.e. not as an end in itself, but as one constantly used means to an end.

306. Stauffer, Russell G. "A Vocabulary Study Comparing Reading, Arithmetic, Health and Science Texts." 20(Nov., 1966), 141-147.

Compares the vocabulary of seven basic reading series and three series in each of three content areas by means of four different word counts. Reports little vocabulary overlap between the reading series and finds that the reading series inadequately present content vocabulary. Stresses the need to teach concepts and comprehension skills in the content areas.

307. Stone, David R. "A Sound-System Frequency Count." 19(Apr., 1966), 498-504.

Classifies sounds from vocabularies of five basal readers using Thorndike-Barnhart Beginning Dictionary as pronunciation authority. Lists the number of times sounds occur and the letter combinations producing them. Includes printing suggestions for improved phonetic efficiency.

308. Story, Suetta B. "Does Johnny Know More Words than Ivan?" 20(Nov., 1966), 131-133.

Describes Russian initial reading instruction and discusses whether Russian children are superior in reading ability to comparable American children. Refutes the position that American reading instruction is inferior to the Russian by describing the breadth of an American first grader's reading vocabulary.

309. Tauber, Abraham and Beck, Hubert Park. "Phonetic Spelling for Better Reading?" 11(Apr., 1958), 249-252.

Briefly recounts the activities for English spelling reform in the United States and Great Britain.

310. Townsend, Agatha. "What Research Says to the Reading Teacher - Vocabulary Building in School and College." 14(Nov., 1960), 121-125.

Summarizes selected research relating to vocabulary development and notes that studies published in the past decade tend to stress vocabulary knowledge in the higher grades.

311. Townsend, Agatha. "What Research Says to the Reading Teacher - A New Bibliography on Phonics." 15(Sept., 1961), 49-52.

Presents a 16-item annotated bibliography of research on phonics reported in professional journals during the period of 1956-1960. Suggests areas of research in phonics which need attention.

312. Townsend, Agatha. "What Research Says to the Reading Teacher." 18(Dec., 1964), 225-231.

Reviews 18 studies that focus on vocabulary development in the language arts program. Concludes that this interest in the scope and sequence of words needed by children should now be accompanied by research that will lead to improved teaching methods and materials.

313. Tronsberg, Josephine. "Summary of Investigations Relating to Phonics." 5(Jan., 1952), 5-7.

Summarizes research which relates to the various aspects of teaching phonics: 1) phonic ability and reading ability, 2) the place of phonics in primary reading, 3) readiness for phonics, and 4) phonetic difficulties in reading.

314. Tronsberg, Josephine. "The Place of Phonics in Basal Reading Instruction." 8(Oct., 1954), 18-20, 38.

Outlines the teaching of phonics in relation to the child's readiness and indicates the limitations of phonics as a single method of word analysis.

315. Wilson, Corlett T. "An Essential Vocabulary." 17(Nov., 1963), 94-96.

Compiles a list of words and phrases selected on the basis that they are essential to physical safety, social acceptability, and the avoidance of embarassment.

316. Winkley, Carol K. "Which Accent Generalizations Are Worth Teaching?" 20(Dec., 1966), 219-224, 253.

Identifies seven accent generalizations which should be taught to pupils of average ability and above in intermediate grades. Proposes the generalizations because of their applicability to multisyllabic words or because of their demonstrated usefulness to children in identifying unknown multisyllabic words.

317. Young, Epsie. "Phonics Is Only One Way to Word Recognition." 5(Jan., 1952), 3-4, 16.

Advocates that the child's acquisition of reading skill be functional. Acknowledges that functional reading requires a multiplicity of skills, one of which is phonics.

See also: 25, 56, 86, 125, 148, 151, 158, 165, 188, 192, 196, 202, 253, 263, 344, 345, 356, 360, 361, 467, 487, 490, 590, 597, 602, 613, 648, 778.

Comprehension, Interpretation, and Creative Reading

318. Anderson, A. W. "Directing Reading Comprehension." 13(Feb., 1960), 206-207, 211.

Urges that reading programs emphasize purposes for reading and, therefore, advocates placing comprehension questions at the beginning, rather than at the end, of reading selections.

319. Cook, Luella B. "Language Factors Involved in Interpretation." 12(Feb., 1959), 152-157.

Discusses the role that a child's understanding of his language plays in his interpretation of what he reads. Illustrates various grammar and punctuation techniques that are aids in interpretation.

320. Covington, Martin V. "Some Experimental Evidence on Teaching for Creative Understanding." 20(Feb., 1967), 390-396.

Reports results of the Berkeley Creativity Project which identified and taught specific skills related to creativity to an experimental group. Explains that post-tests of the Problem Solving Program at the fifth grade level showed experimental group superiority in drawing inferences, noting inconsistencies, and question-asking. Reports gains for children of both high and low intelligence levels.

321. DeBoer, John J. "Creative Reading and the Gifted Student." 16(May, 1963), 435-441.

Defines the characteristics of a "creative reader." Describes such reading-thinking skills as "creative inquiry," "creative interpretation," "creative integration," "creative application," and "creative criticism."

322. Ellinger, Bernice D. "The Genesis of Creativity." 19(Apr., 1966), 493-497.

Attempts to identify home environmental factors stimulating creativity by using Henmon-Nelson Test of Mental Ability, social class status of family, and home factors as gathered from mothers interviewed. Relates results of analyses to discover which factors correlated most highly with creativity scores on Minnesota Tests of Creative Thinking.

323. Gliessman, David. "Understanding in Reading from the Viewpoint of Sentence Psychology." 13(Oct., 1959), 22-28.

Defines reading as beginning, not with recognizing words, but rather with understanding a sentence. Explains in detail O. H. Mowrer's concept of sentence conditioning and its implications for classroom instruction. Emphasizes the value of sentence conditioning in that it makes the problem of comprehension more manageable.

324. Hildreth, Gertrude. "Reading with Understanding." 4(Mar., 1951), 3-4, 14.

Discusses two principal ways of helping children with the comprehension of subject-matter texts: 1) assessing the readability levels of textbooks, and 2) assessing the reading levels of children.

325. Ives, Sumner. "Some Notes on Syntax and Meaning." 18(Dec., 1964), 170-183, 222.

Emphasizes the need in teaching reading to help children understand aspects of the grammatical system that contribute to meaning. Discusses several illustrations of morphology and syntax as linguistic signals.

326. Kerfoot, James F. "Problems and Research Considerations in Reading Comprehension." 18(Jan., 1965), 250-256.

Describes basic difficulties in the term "reading comprehension" which stem from confusion in reading textbooks, reading tests, research interpretation the relationship to intelligence, and variable terminology. Outlines ten problems for research that are directed toward resolution of the ambiguity surrounding comprehension.

327. Johnson, Marjorie Seddon. "Informal Methods of Evaluating Comprehension." 4(Mar., 1951), 7, 14.

Describes a variety of informal techniques for evaluating comprehension skills. Suggests capitalizing on practical situations where the student finds a genuine need for reading skill and evaluating through group discussions, by means of dramatizations, or by children's illustrations of stories.

328. Jones, Daisy M. "Mechanics versus Meaning--Testing versus Teaching, A Plea for the Right Start in Comprehension." 6(Jan., 1953), 15-22.

Emphasizes meaning versus mechanics in teaching comprehension skills and suggests the developmental approach instead of the taskmaster approach to teaching reading.

329. Lamkin, F. Duane. "An Analysis of Propaganda Techniques Used in Why Johnny Can't Read--Flesch." 9(Dec., 1955), 107-117.

Presents examples of propaganda techniques used in Why Johnny Can't Read, including name calling, glittering generality, transfer, testimonial, plain folks device, band wagon, and card stacking.

330. Lynn, Mary A. "Did the Candle 'Egress'?" 12(Feb., 1959), 165-169.

Suggests three approaches for promoting growth in interpretation skills at the junior high school level: 1) purpose setting in the directed reading activity, 2) first-hand experience, and 3) use of newspapers, magazines, and supplementary reading.

331. McCullough, Constance M. "Context Aids in Reading." 11(Apr., 1958), 225-229.

Stresses the necessity of starting instruction in context clues in the kindergarten so that children can utilize this skill efficiently in the later grades. Discusses specific kinds of practice in context clues the teacher can give kindergarten classes to prepare them for primary reading. Advocates the use of structured programs.

332. Mariam, Sister O.P. "Context Clues in Primary Reading." 11(Apr., 1958), 230-234.

Suggests ways to assist children in learning to apply context clues in reading through the use of stories, books, and actual experiences that promote growth in understanding and meaning.

333. Maw, Wallace H. and Maw, Ethel W. "Children's Curiosity as an Aspect of Reading Comprehension." 15(Jan., 1962), 236-240.

Shows "high-curiosity" pupils at the fifth-grade level to be superior to "low-curiosity" pupils in sensing the meaning of sentences.

334. Mooney, Ross L. "The Perceptive Process in Reading." 13(Oct., 1959), 34-39.

Argues that reading should be seen as a perceptual process broader and deeper than struggling with written words. Demonstrates how perception can be altered internally by changing expectancy or externally by changing cues.

335. Nardelli, Robert R. "Creative Reading Includes Emotional Factors." 9(Oct., 1955), 5-10.

Explains how the creative reader must be able to react to the emotional tone of a story in order to appreciate it while recognizing when his emotions are being used for propaganda purposes.

336. Niles, Olive S. "Comprehension Skills." 17(Sept., 1963), 2-7.

Illustrates three abilities which differentiate the reader who comprehends well from the one who does not. Defines these three abilities as those: 1) to find and understand thought relationships, 2) to set specific purposes, and 3) to make full use of previous learning in attacking new material.

337. Robinson, Helen M. "What Research Says to the Teacher of Reading - Comprehension." 8(Dec., 1954), 116-118.

Defines the nature, components, development, and evaluation of comprehension in reading.

338. Ruddell, Robert B. "The Effect of Oral and Written Patterns of Language Structure on Reading Comprehension." 18(Jan., 1965), 270-275.

Presents a study of fourth graders to investigate the relationship between cloze comprehension scores and passages written with high or low frequency sentence patterns. Concludes that reading comprehension is a function of the similarity of language patterns in reading material to oral language patterns of children. Lists six recommendations for further research.

339. Russell, David H. "The Mature Reader." 4(Jan., 1951), 1, 13.

Describes the characteristics of a mature reader: he is an understanding reader, an independent reader, a versatile reader, and an enthusiastic reader.

340. Russell, David H. "Personal Values in Reading." 12(Oct., 1958), 3-9.

Develops the thesis that reading is responding at three levels: 1) the surface level of "calling" a word, 2) the level of understanding the explicit meaning, and 3) the level of going beyond the facts to the discovery of new and personal meanings. Points

out the teacher's role in developing the latter two levels and gives examples of lessons which can be used for these purposes.

341. Russell, David H. "Personal Values in Reading." 15(Dec., 1961), 172-178. (Reprinted from Vol. 12, Oct., 1958).

Develops the thesis that reading is responding at three levels: 1) the surface level of "calling" a word, 2) the level of understanding the explicit meaning, and 3) the level of going beyond the facts to the discovery of new and personal meanings. Points out the teacher's role in developing the latter two levels and gives examples of lessons which can be used for these purposes.

342. Schneyer, J. Wesley. "Use of the Cloze Procedure for Improving Reading Comprehension." 19(Dec., 1965), 174-179.

Identifies cloze procedure and past studies involving its use. Presents a study using tenth-word and noun-verb deletion exercises for sixth grade children within 23 miles of Philadelphia. Details procedures and examines the relationship of cloze scores to comprehension scores, intelligence, and educational level. Makes suggestions for further research.

343. Shaw, Phillip. "Rhetorical Guides to Reading Comprehension." 11(Apr., 1958), 239-243.

Maintains that students should receive instruction in rhetorical guides to comprehension as a formal body of subject matter in the field of writing and reading.

See also: 42, 50, 172, 188, 235, 237, 450, 594, 608, 615, 617, 631.

Critical Reading, Concept Development, and Thinking

344. Betts, Emmett A. "Reading Is Thinking." 12(Feb., 1959), 146-151.

States the opinion that more children are disabled readers because of the inability to think than because of inadequate phonic skills. Develops strategy and tactics for diagnosing comprehension needs and bringing about remediation.

345. Betts, Emmett A. "Reading Is Thinking." 15(Dec., 1961), 179-184. (Reprinted from Vol. 12, Feb., 1959).

States the opinion that more children are disabled readers because of the inability to think than because of inadequate phonic skills. Develops strategy and tactics for diagnosing comprehension needs and bringing about remediation.

346. Durrell, Donald D. and Chambers, J. Richard. "Research in Thinking Abilities Related to Reading." 12(Dec., 1958), 89-91.

Reviews some of the available research pertaining to thinking and reading abilities. Notes the striking paucity of research on this problem and suggests directions for further research.

347. Ennis, Robert H. "A Definition of Critical Thinking." 17(May, 1964), 599-612.

Defines nine major aspects of critical thinking based upon the assumption that critical thinking entails the correct assessment of statements. Includes among the nine aspects: 1) judging whether a statement follows a premise, 2) recognizing assumptions, 3) evaluating whether an observation is reliable, 4) understanding if a statement is overvague or overspecific, etc.

348. Gainsberg, Joseph C. "Critical Reading Is Creative Reading and Needs Creative Teaching." 6(Mar., 1953), 19-26.

Describes the nature of critical reading and how critical reading makes a more creative reader. Discusses critical reading at all grade levels and relates it to the appreciation of literature. Considers the reader's ability to read with interpretation and to prefer good literature. Suggests methods for developing skills and ease in critical reading.

349. Gainsburg, Joseph C. "Critical Reading Is Creative Reading and Needs Creative Teaching." 15(Dec., 1961), 185-192. (Reprinted from Vol. 6, Mar., 1953).

Describes the nature of critical reading and how critical reading makes a more creative reader. Discusses critical reading at all grade levels and relates it to the appreciation of literature. Considers the reader's ability to read with interpretation and to prefer good literature. Suggests methods for developing skills and ease in critical reading.

350. Guilford, J. P. "Frontiers in Thinking That Teachers Should Know about." 13(Feb., 1960), 176-182.

Attempts, through a systematic exposition of the varieties of general thinking skills, to delineate each kind of skill enough to enable the average teacher to observe it and to help the student cultivate its development.

351. Lorge, Irving. "The Teacher's Task in the Development of Thinking. 13(Feb., 1960), 170-175.

Attempts to conceptualize thinking. Provides suggestions for teachers as to how to guide the learner in developing thinking ability.

352. McCullough, Constance M. "Implications of Research on Children's Concepts." 13(Dec., 1959), 100-107.

Cites 39 published research studies which explore what a concept is, how concepts are formed, factors influencing concept formation, and implications for teaching.

353. Oppenheim, June. "Teaching Reading as a Thinking Process." 13(Feb., 1960), 188-193.

Discusses in detail activities designed to stimulate critical reading and thinking for first and second graders. Defines the teacher's role as one which sets up situations in which critical thinking, discussion, and evaluation may take place.

354. Painter, Helen W. "Critical Reading in the Primary Grades." 19(Oct., 1965), 35-39.

Reviews the meaning of critical reading and suggests thirteen situations in which primary children may be helped toward critical reading and thinking. Encourages relating these situations to child experiences.

355. Quaintance, Brother William J. "Critical Reading-As If There's Any Other Kind." 20(Oct., 1966), 49-53.

Defines a critical reader as one who has an opinion on a subject, is willing to modify his viewpoint, and is willing to suffer the consequences of a fact once he accepts it.

356. Smith, Nila B. "The Good Reader Thinks Critically." 7(Feb., 1954), 160-169.

Discusses the prerequisites to high-level understanding of language meanings--having a wealth of concepts to draw from; possessing the inclination, habit, and ability to use higher thinking processes; and being facile in language expression. Gives examples of how to build and refine concepts in the classroom through trips, other kinds of first hand experience, and visual aids. Points out the necessity of asking "thought questions" and gives actual classroom episodes exemplifying the technique.

357. Smith, Nila Banton. "The Good Reader Thinks Critically." 15(Dec., 1961), 162-171. (Reprinted from Vol. 7, Feb., 1954).

Discusses the prerequisites to high-level understanding of language meanings--having a wealth of concepts to draw from; possessing the inclination, habit, and ability to use higher thinking processes; and being facile in language expression. Gives examples of how to build and refine concepts in the classroom through trips, other kinds of first-hand experience, and visual aids. Points out the necessity of asking "thought questions" and gives actual classroom episodes exemplifying the technique.

358. Stauffer, Russell G. "Productive Reading-Thinking at the First Grade Level." 13(Feb., 1960), 183-187.

Describes and discusses in detail the steps in a first grade reading-thinking lesson. Mentions the importance of teacher enthusiasm in such a program and points out that the most efficient skill instruction occurs under the direct supervision of the teacher.

359. Stauffer, Russell G. "Concept Development and Reading." 19(Nov., 1965), 100-105.

Suggests various ways a concept could be defined and categorized. Mentions factors influencing concept formation, with a request to give more teaching time to concept development.

360. Strang, Ruth. "Secondary School Reading as Thinking." 13(Feb., 1960), 194-200.

Relates and gives examples of the role of thinking in such reading skills as word recognition (including context clues, phonic analysis, and structural analysis), locating information, skimming, outlining, and comprehension of paragraphs.

361. Strang, Ruth. "Secondary School Reading as Thinking." 15(Dec., 1961), 155-161. (Reprinted from Vol. 13, Feb., 1960).

Relates and gives examples of the role of thinking in such reading skills as word recognition (including context clues, phonic analysis, and structural analysis), locating information, skimming, outlining and comprehension of paragraphs.

362. Thomas, Ellen Lamar. "A Critical Reading Laboratory." 13(Feb., 1960), 201-205.

Provides directions for constructing a boxed set of selected materials providing exercises designed to stimulate a questioning attitude and develop critical reading skills.

363. Townsend, Agatha. "What Research Says to the Reading Teacher - Building Critical Reading." 14(May, 1961), 349-352.

Summarizes research on developing critical reading skills. Concludes that while much lip service is paid to its importance for all readers, most research has centered on the college readers. Urges research on critical reading instruction on the elementary and secondary school levels.

364. Triggs, Frances Oralind. "Promoting Growth in Critical Reading." 12(Feb., 1959), 158-164.

Defines reading as a three-way process--the interplay between author and reader. Describes numerous aspects of teaching critical reading.

See also: 50, 210, 554, 582, 605, 629.

Study Skills

365. Gove, Philip B. "Reading from the Lexicographer's Viewpoint." 18(Dec., 1964), 199-201.

Illustrates how to locate good citations while reading by formulating questions to ask.

366. Pauk, Walter. "On Scholarship: Advice to High School Students." 17(Nov., 1963), 73-78.

Presents a close reading strategy, EVOKER, which stands for Explore, Vocabulary, Oral reading, Key ideas, Evaluate, and Recapitulation.

367. Robinson, F. P. "Study Skills for Superior Students in Secondary School." 15(Sept., 1961), 29-33, 37.

Reviews research indicating the necessity for giving instruction in higher level reading skills to superior high school students, especially those who are likely to enroll in college. Emphasizes the need for better organizaed textbooks to facilitate learning and discusses the SQ3R (survey, question, read, recite, review) technique for studying college textbooks. Surveys some of the college-level research which produced this technique.

368. Townsend, Agatha. "What Research Says to the Reading Teacher - A Developmental Program in Study Skills?" 16(Jan., 1963), 261-264.

Reviews research findings which underscore the importance of providing training in study skills in both high school and college.

369. Weintraub, Samuel. "What Research Says to the Reading Teacher - Reading Graphs, Charts, and Diagrams." 20(Jan., 1967), 345-349.

Considers student ineptness in interpreting graphic materials and quotes several studies in which instruction resulted in improvement. Presents and summarizes research guidelines for structuring units.

See also: 25, 179, 184, 196, 201, 228, 361, 595.

Rate and Flexibility

370. Braam, Leonard. "Developing and Measuring Flexibility in Reading." 16(Jan., 1963), 247-251.

Demonstrates that it is possible to develop flexible reading styles in college-bound students. Describes the tests which were used to measure "flexibility."

371. Grayum, Helen S. "What Is Skimming? What Are Its Uses at Different Grade Levels?" 7(Dec., 1953), 111-114.

Explores the nature of skimming, its purposes, and its place as a reading ability. Studies skimming with groups ranging from fourth graders to adults.

372. Robinson, Helen M. "What Research Says to the Teacher of Reading - Rate of Reading." 8(Oct., 1954), 46-49.

Discusses several studies relating to reading rates, including whether rapid reading should be taught, by

what methods it should be taught, and whether gains in rate are permanent. Urges that methods used should approach the normal reading situation and should emphasize flexibility of rate.

373. Robinson, Helen M. and Smith, Helen K. "Rate Problems in the Reading Clinic." 15(May, 1962), 421-426.

Suggests factors basic to slow reading rate among high school and college students. Describes the diagnostic steps utilized by the Chicago Reading Clinic and discusses remedial techniques designed to improve rate. Describes also the evaluation program.

374. Spache, George D. "Is This a Breakthrough in Reading?" 15(Jan., 1962), 258, 263.

Summarizes the claims of the Reading Dynamics Institute and evaluates them in the light of present research evidence. Questions the speed and comprehension figures widely quoted by advocates of their speed reading technique.

375. Stauffer, Russell G. "Drama of a Countdown." 11(Apr., 1958), 224.

Lists the aspects of efficient reading and draws an analogy between step-by-step procedures in reading and rocket launching.

376. Stevens, George L. and Orem, Reginald C. "Characteristic Reading Techniques of Rapid Readers." 17(Nov., 1963), 102-108.

Lists and discusses ten characteristics of fast readers. Asserts that a significant proportion of the normal adult population can read routine materials at rates over 1500 words per minute.

377. Wheeler, Lester R. and Wheeler, Viola D. "A New Era in Reading." 16(Nov., 1962), 109-112.

Calls for a re-examination of present concepts, objectives, and methods of reading instruction in order that students, particularly college-bound students, can be provided "speed reading" skills. Discusses the nature of reading, the nature of thought, and the meaning of rate.

378. Wood, Evelyn N. "A Breakthrough in Reading." 14(Nov., 1960), 115-117.

Describes the background and development of the Reading Dynamics approach to reading rate training.

See also: 172, 193, 194, 228, 235, 594.

Reading Tastes, Habits, and Interests

379. Bard, Harriet E. "Parents, Children and the Library." 7(Apr., 1954), 210-214.

Discusses the importance of reading aloud within families. Affirms the presence of a right book for every child and describes the range of interests that books meet. Suggests reading as one way of sharing the American heritage.

380. Burns, Paul C. "Instruction in Literature in Elementary School." 15(Sept., 1961), 38-42.

Lists and describes activities designed to instill in elementary school pupils a permanent interest in and a taste for excellent reading material.

381. Byers, Loretta. "Pupils' Interests and the Content of Primary Reading Texts." 17(Jan., 1964), 227-233, 240.

Studies the expressed interests of 1,860 first graders as revealed in their voluntary sharing period. Concludes that while the interests of first graders should not be the exclusive criteria for reading content, they can provide guidelines for developing more effective reading programs.

382. Carr, Constance. "Beyond the Comic Books--What?" 5(Nov., 1951), 11-13.

Contends that teachers need not fear problems of "comicbookites". Notes that a child's interest and enjoyment of comic books is normal. Explains, however, that teachers should capitalize on the interest and make a greater variety of books accessible to children.

383. Eller, William. "Reading Interest: A Function of the Law of Effect." 13(Dec., 1959), 115-120.

Points out how several practices such as the extensive use of formal book reports, the routinized study of the lives of authors, and the over-analysis of small segments of writing provide punishment for the reader that is detrimental to the development of a lifelong interest in reading.

384. Huus, Helen. "The Place of Recreatory and Related Reading in the Content Areas." 8(Dec., 1954), 90-94.

Defines three uses of recreatory reading: 1) to help introduce a new topic, 2) to provide additional details, 3) to extend child's interests. Includes some book titles for recreatory reading.

385. Jacobs, Leland B. "Reading on Their Own Means Reading at Their Growing Edges." 6(Mar., 1953), 27-32.

Discusses the school's responsiblity in making every child proficient in reading. States the need for a well-balanced classroom full of well-written children's books and the importance of recreational reading time. Describes activities designed to stimulate interest in reading and explains how to keep cumulative records of children's independent reading. Delineates the role of the teacher in initiating and carrying out a reading program.

386. Mackintosh, Helen K. "Children's Interests in Literature and the Reading Program." 10(Feb., 1957), 138-143.

Discusses research on children's reading interests in terms of the availability of juvenile books, changes in interests due to new media (such as TV), teachers' awareness of children's interests, and surveys of children's interests.

387. Mellott, Malcom. "Lifetime Reading Habits and the Publisher." 12(Apr., 1959), 240-243.

States that interest and motivation are two important factors which determine reading habits. Describes ways in which publishers strive to attract the public's interest in reading.

388. Nestrick, Nova. "Children's Summer Reading Should Be Planned Now." 5(May, 1952), 12-13.

Urges teachers to help students plan their summer vacation activities. Suggests hobbies, excursions, and reading activities.

389. Robinson, Helen M. "What Research Says to the Teacher of Reading--Reading Interests." 8(Feb., 1955), 173-177, 191.

Discusses research on the reading interests of children in terms of methods of investigation, general trends in reading interests, group versus individual interests, and the development of reading interests. Concludes that individual interests need to be identified rather than group interests.

390. Robinson, Helen M. "Can Retarded Readers Develop a Permanent Interest in Reading?" 12(Apr., 1959), 235-239.

Contends that the problem of developing lifetime reading habits for retarded readers is equally as important as it is for good readers. Suggests ways for helping retarded readers develop an interest in reading.

391. Shiefman, Emma. "The Beatles? Yeah! Yeah! Yeah!" 19(Oct., 1965), 31-34.

Suggests the use of fad-centered materials to build interest in reading, especially for special-need groups. Deals with several possible objections to this approach, emphasizing that this technique would be a bridge to more standard materials and activities.

392. Shores, J. Harlan. "Reading Interests and Informational Needs of High School Students." 17(Apr., 1964), 536-544.

Studies high school students' reading behavior and teacher judgment of students' reading behavior. Compares findings with results of comparable studies conducted at the elementary level.

393. Smith, Dora V. "Developing a Love of Reading." 12(Apr., 1959), 222-229.

Discusses the importance of developing in children the will to read and an enthusiasm for reading. Advises teachers to know children as individuals and describes the importance of sharing.

394. Stanchfield, Jo M. "Boys' Reading Interests as Revealed through Personal Conferences." 16(Sept., 1962), 41-44.

Explores the relationship of reading interests and reading achievement. Discusses implications of findings for classroom instruction.

395. Strickland, Ruth G. "Making the Most of Children's Interests in the Teaching of Reading." 10(Feb., 1957), 137-138.

Stresses the importance of stimulating children in a reading program that encompasses expressed interests whil encouraging new ones.

396. Toops, Myrtle D. "Problems of the Adolescent in Reading Achievement." 5(Jan., 1952), 12, 16.

Discusses the problems and the interests of the adolescent. Suggests that the teacher plan a reading program for the adolescent which acknowledges the adolescent's needs.

397. Townsend, Agatha. "What Research Says to the Reading Teacher--Another Look at Reading Interests." 13(Apr., 1960), 297-302.

Reviews 13 studies on reading interests. Notes that between 1938 and 1953 there was the most research ever given to children's reading interests. Mentions that the major trend in the past was to look for generalizations that the teacher, librarian, or clinician could use as guideposts in their work. Encourages further research on children's reading interests.

398. Townsend, Agatha. "What Research Says to the Reading Teacher." 18(Jan., 1965), 301-304.

Uses pertinent articles to review aspects of children's standards and preferences in reading, such as the separate influences of grade level, reading ability, parents, peers, teachers, interest, and motivation.

399. Veatch, Jeannette. "Children's Interests and Individual Reading." 10(Feb., 1957), 160-165.

Discusses various aspects of individualized reading including self-selection of materials, use of numerous sources to get required books, and the teacher's role in one-to-one conferences. Concludes that research is needed to evaluate individualized reading programs.

400. Vinton, Iris. "Today's Boys Can and Do Read--Report's Boys' Club Leader." 7(Dec., 1953), 105-107.

Reports the success in the Boys' Club program of promoting reading as something to enjoy. State the need for skilled, trained instructors to develop reading interest. Discusses the improving quality of "young-appeal" books.

401. Wenzel, Evelyn. "Guidance in Independent Reading." 9(Feb., 1956), 138-143, 137.

Develops the concept of guidance, as it pertains to children's independent reading, as "those things which adults do consciously to assist an individual child to live as fully as he is able."

402. Wolfson, Bernice J. "What Do Children Say Their Reading Interests Are?" 14(Nov., 1960), 81-82, 111.

Reports the finding of an orally administered reading inventory designed to examine the expressed reading interests of pupils in grades three through six. Offers suggestions for both parents and teachers.

403. Zirbes, Laura. "Spurs to Reading Competence." 15(Sept., 1961), 14-18.

Discusses ways to stimulate interest in reading and to develop competence in the many facets of the skill. Describes many actual classroom incidents in which a skillful teacher capitalized on a common-place event and spurred active exploration of books and other reading materials. Points out also the weaknesses of directive assignments, stereotyped lessons, and required texts as the sole means of learning.

See also: 4, 13, 25, 122, 217, 219, 227, 241, 418, 432, 459, 464, 525, 609, 626, 632, 672, 673, 674, 675, 681, 683, 689, 699, 702, 786, 794, 801, 803, 808.

IV. INSTRUCTIONAL MATERIALS
(Articles 404-466)

Readability and Legibility

404. Arnsdorf, Val E. "Readability of Basal Social Studies Materials." 16(Jan., 1963), 243-246.

Investigates the reading difficulty levels of four series of social studies texts. Finds that texts generally conform to the gradual progression of difficulty both between texts and within texts of a particular series. Observes a large gap in difficulty levels between primary and intermediate materials.

405. Dale, Edgar and Seels, Barbara. "Ten Important References on Readability." 20(Dec., 1966), 252-253.

Presents an annotated bibliography of ten books and articles on readability.

406. Harootunian, Berj. "A Note on Reading and Closure." 14(May, 1961), 343-344.

Studies relationships between reading grade equivalent scores on the Iowa Every Pupil Tests of Basic Skills and three closure tests adapted by Thurstone. Presents correlation coefficients between the three cloze measures and reading.

407. Larrick, Nancy. "The Great Game of Chance." 18(May, 1965), 634-638.

Provides some rules for good written communication between educators and the public. Includes titles of guides to readable writing.

408. Mills, Robert E. and Richardson, Jean R. "What Do Publishers Mean by 'Grade Level'?" 16(Mar., 1963), 359-362.

Investigates the problem of the frequently observed discrepancy between publishers' designation of the reading difficulty of reading materials and the estimate of the difficulty as obtained by use of readability formulae. Reveals that about one-half of the publishers surveyed did not use any standardized readability formulae.

409. Tinker, Miles A. "The Ten More Important Legibility Studies--An Annotated Bibliography." 20(Oct., 1966), 46-48, 53.

Summarizes research procedures and conclusions for ten significant legibility studies.

410. Townsend, Agatha. "What Research Says to the Reading Teacher--Our Students Read about Reading." 13(Feb., 1960), 221-225.

Discusses the desirability of keeping directions and explanations in dictionaries, study methods manuals, and workbooks within easy readability ranges.

See also: 194, 210, 279, 324, 414, 600, 678.

Children's Literature

411. Bracken, Dorothy Kendall. "Easy Reading Material for High School Students." 7(Apr., 1954), 236-239.

Lists books of representative textual series, children's literature publications for possible remedial use, and simplified or shortened classics series. Suggests graded reading lists and book reviews for teacher use.

412. Brown, Ralph Adams. "Trade Books." 17(Mar., 1964), 422-427.

Discusses the need for changed practices in the promotion and use of trade books. Cites five challenges respecting the use of trade books and stresses the need to have educators understand the importance of wide reading.

413. Chall, Jeanne. "Ask Him to Try on the Book for Fit." 7(Dec., 1953), 83-88.

Suggests that the level of difficulty, interest, and the book's physical characteristics (inter-related factors of readability) should be considered when matching book and reader. Describes ways of analyzing various comprehension factors of books, and considers the accuracy of readability formulas. Stresses the need to know both reader and book.

414. Chambers, Dewey W. "Let Them Read." 20(Dec., 1966), 254-257.

Stresses the importance of good literature and creating a reading atmosphere to stimulate reading development.

415. Crosby, Muriel. "Reading and Literacy in the Education of the Disadvantaged." 19(Oct., 1965), 18-21.

Defines "disadvantaged" reader, emphasizing identification with the past and with other persons. Recounts situations in which teachers used literature to build values and strengthen self-images.

416. DeLeeuw, Adele. "Children's Reading from the Viewpoint of an Author of Children's Books." 5(Jan., 1952), 10-11.

Gives an author's view of children's literature. Contends that a major challenge of the writer is to sustain the interest of the young reader. Urges teachers to refrain from too much analysis of literature.

417. Endres, Raymond J. "Humor, Poetry, and Children." 19(Jan., 1966), 247-252.

Notes differing emphases of humor, wit, and irony in children's poetry. Provides illustrated guidelines for the choice and use of poetry in the classroom.

418. Gunderson, Ethel. "Can Poetry Develop Taste?" 19(Jan., 1966), 260-262, 280.

Supports the use of poetry to develop taste in literature. Includes recorded comments of seven year olds to ten poems.

419. Harris, Albert J. "Ivan and Johnny--A Critical Review." 16(Dec., 1962), 151-157.

Criticizes Arthur Trace's book What Ivan Knows That Johnny Doesn't on the grounds of Trace's criteria for making judgments, his knowledge of reading methodology, the accuracy of his factual data, and his analysis of literary values.

420. Jacobs, Leland B. "Pleasure of the Popular." 12(Oct., 1958), 40-41.

Discusses the rightful role of the many children's books published each year that are not destined to become classics. Contends such books "keep the child reading".

421. Jacobs, Leland B. "Hallmarks of Good Informational Books." 12(Dec., 1958), 115-116.

Presents numerous characteristics of good informational children's books. Suggests that informational books need to be both functional and personal in their appeal.

422. Jacobs, Leland B. "Picture-Story Books at Their Best." 12(Feb., 1959), 186-189.

Describes children's picture-story books in terms of originality, integrity, validity, simplicity, and beauty.

423. Jacobs, Leland B. "Poetry Books for Poetry Reading." 13(Oct., 1959), 45-47.

Presents guidelines for selecting books of poems; includes list of anthologies, special collections, and volumes by individual authors.

424. Jacobs, Leland B. "Another Look at the Fairy Tales." 14(Nov., 1960), 108-111.

Discusses the place of fairy tales in the totality of today's literature for children. Lists some selected readings about fairy tales.

425. Jacobs, Leland B. "Historical Fiction for Children." 14(Jan., 1961), 191-194.

Discusses the importance of historical fiction in children's literature on the basis that: 1) it has romantic appeal, 2) it is a novelty, 3) it gives children a feeling they're living in another time, and 4) it provides a sense of continuity. Discusses, in addition, the pitfalls of historical fiction and means for evaluating it.

426. Johnson, Eleanor M. "What Is Happening to Children's Storybooks?" 17(Dec., 1963), 178-181.

Delineates 11 components of a good storybook for children, among which are that a story contains: 1) dialogue, 2) simple plot, 3) fast action, 4) integrity, etc. Discusses the responsibility of the teacher, the librarian, the publisher, and the parent in maintaining the storybook tradition.

427. Lansdown, Brenda. "The Problem of Identification in Learning to Read." 8(Dec., 1954), 113-115.

Advocates a change in children's books that will offer identification to a greater portion of people who presently find little in common with experiences and people depicted in primer-reader series.

428. Larrick, Nancy. "Handsome Is as Handsome Reads: Pointers on Evaluating Nonfiction for Children." 14(May, 1961), 336-338.

Discusses means for critically evaluating both text and illustrations of nonfiction for children on the basis of whether the selection and organization of content attract and hold the child's attention and whether the illustrations detract from the text.

429. McMann, Elaine and others. "Why Literature for Children and Youth?" 9(Feb., 1956), 133-137.

Relates the responses of five teachers, including kindergarten, early elementary, later elementary, junior high school and senior high school teachers, to the question of what value literature has for today's children and youth.

430. Stull, Edith G. "Reading Materials for the Disadvantaged: From Yaki to Tlingit to Kotzebue." 17(Apr., 1964), 522-527.

Presents the thesis that disadvantaged young people must have a variety of books which confirm their identity and experiences and help them go beyond the limits of their backgrounds.

431. Taylor, Mark. "A Call to Excellence." 20(Jan., 1967), 363-370.

Pleas that children be exposed to the best of literature and guided to respond to it. Urges a greater depth of involvement with literature and comments on the superficial literacy of society. Reviews emphases in writing through the centuries in considering criteria for judging excellence.

432. Tompkinds, Lucy. "Booklists, Book Fair, and Book Week Helps from the Children's Book Council." 7(Oct., 1953), 47-49.

Suggests ways for encouraging the use of good literature through booklists, book fairs, and book week activities. Describes the services of the Children's Book Council.

433. Wargny, Frank O. "The Good Life in Modern Readers." 17(Nov., 1963), 88-93.

Contrasts the stories in seven modern reading series with stories in the McGuffey Readers.

434. Whipple, Gertrude. "The Child and His Basic Reading Materials." 8(Oct., 1954), 30-34.

Urges that children's reading materials be selected on the basis of promoting a child's growth in not only reading, but also in other aspects of language like speaking, listening, and writing. Suggests that the following be considered in selecting reading material for children: 1) the total reading program, 2) availability of a variety of materials, 3) ample supply of material, 4) inherent value of material, 5) the presence of alluring illustrations, 6) sequential development of skills, 7) "leading-on-ness," 8) coordination of texts, and 9) ease of comprehension.

435. Witty, Paul. "Materials and Experiences in Reading to Meet Varied Needs." 6(Sept., 1952), 21-26, 44.

Explains the developmental tasks used for guiding reading, the basic needs of students, and the importance of directing students to appropriate books.

See also: 4, 437, 652.

Workbooks

436. Black, Millard H. and Whitehouse, LaVon Harper. "Reinforcing Reading Skills through Workbooks." 15(Sept., 1961), 19-24.

Studies the effectiveness of the workbook method of followup activity as opposed to the use of teacher-prepared materials in grades one through six. Finds that significant differences in reading achievement favored the non-workbook group in grades one and the workbook group in grades two, three, and four. Reports that teachers and administrators favor the use of workbooks, find them satisfactory, and believe them to be a valuable part of the reading program.

437. L'Amoreaux, Marion. "Anthologies and Workbooks." 17(Mar., 1964), 447-452.

Explains the purpose of using anthologies and workbooks as teaching students to like reading through providing them with a wide acquaintance with important writers of different periods. Discusses in detail specific anthologies and workbooks on the high school level.

438. Pitts, Anne Westerfield. "What about Workbooks in the Reading Program?" 5(Feb., 1952), 6.

Presents guidelines for selecting workbooks in question form, among which are: 1) Is the readability appropriate? 2) Does the workbook provide a variety of interesting and significant activities? 3) Are the illustrations appealing to children? Discusses also the use of workbooks.

439. Townsend, Agatha. "What Research Says to the Reading Teacher--Workbooks--The Research Story." 17(Feb., 1964), 397-400.

Reviews 16 studies on the use of workbooks. Points out that current research gives very little clear evidence supporting workbooks except perhaps on the upper highschool or college levels. Raises questions for further research.

A-V Materials

440. Feldmann, Shirley C., Merrill, Kathleen Keely, and MacGinitie, Walter H. "An Effective Aid for Teaching Reading." 13(Feb., 1960), 208-211.

Indicates that stereoscopic color picture-sets, used with accompanying text, can be effective aids for reading instruction.

441. Guss, Carolyn. "Films, Filmstrips and Reading." 17(Mar., 1964), 441-446.

Focuses attention on the use of films and filmstrips in an integrated, complementary fashion along with other media in teaching reading.

442. Logan, Lenora. "Visual Aids Can Help Develop Independence in Reading." 7(Dec., 1953), 108-110.

Discusses values and techniques of using the opaque projector, felt or flannel board, and filmstrips. Lists five advantages of the uses of textfilms.

443. McCracken, Glenn. "The New Castle Reading Experiment." 9(Apr., 1956), 241-245, 225.

Presents some tabular data and a description of results obtained from using film-strips in initial reading instruction.

444. McCracken, Glenn. "The Value of the Correlated Visual Image." 13(Oct., 1959), 29-33.

Suggests several reasons why the use of projected filmstrip lessons appears to result in improved achievement in beginning reading classes.

445. Parke, Margaret B. "Invisible Reading Class in Australia's Outback." 18(Nov., 1964), 124-127.

Describes the School of the Air program in Australia that teaches reading to isolated children over wireless transceivers. Questions how this program might be used in the United States to help handicapped and hospitalized children.

446. Sheldon, William D. "Can We Improve Reading by Using Mechanical Devices?" 8(Apr., 1955), 219-223.

Reviews research on the value of mechanical devices in reading instruction. Discusses devices for improvement of comprehension and whether they develop purpose, rate, and flexibility in reading. Concludes that the devices do have a place in instruction but that they should not be expected to take the place of good reading instruction.

447. Taylor, Mark. "An Accumulation of Excellence." 20(Feb., 1967), 465-468.

Replies to Marshall McLuhan's Understanding Media: The Extension of Man which questions the value of books in comparison with newer media. Considers McLuhan's challenges for possible validity and implications for improvement of literature. Suggests that both books and the new media have potential.

448. Taylor, Mark. "An Accumulation of Excellence." 20(Mar., 1967), 573-578.

Concludes a February Reading Teacher article concerning therelationship between reading and other communicative media. Considers fidelity of various audio-visual book adaptations and supports University Microfilms' Legacy Library Series. Emphasizes the "accumulation of excellence" in books and literature during the past 150 years, which the author feels amply offsets pockets of mediocrity.

449. Taylor, Stanford E. "Reading Instrument Usage." 15(May, 1962), 449-454.

Describes the various types of reading instruments which are commonly employed and the purposes for which each is used. Reports the results of a survey which was designed to test how widely tachistoscopes, directional attack control techniques, accelerating devices, and skimming and scanning instruments were used.

450. Wittich, Walter A. "Reading and Audio-Visual Materials." 11(Feb., 1958), 151-157.

Describes the roles of audio-visual materials and media in their relationship to reading readiness and reading and vocabulary comprehension.

See also: 613.

Programmed Instruction

451. Fry, Edward. "Teaching Machines and Reading Instruction." 15(Sept., 1961), 43-45.

Discusses the psychological principles underlying the teaching machine, ways in which the teaching machine can aid the teacher of reading, and possible uses of the teaching machine in eliminating the "teacher variable" in educational research.

452. Fry, Edward. "Programmed Instruction in Reading." 17(Mar., 1964), 453-459.

Reviews the principles behind programmed instruction and applies them to several published programs of reading instruction.

453. Levine, Jane. "Let's Debate Programmed Reading Instruction." 16(Mar., 1963), 337-341.

Outlines the possible advantages and disadvantages of using programmed materials for reading instruction. Suggests ways in which programmed techniques might be used effectively in the reading curriculum.

454. Townsend, Agatha. "What Research Says to the Reading Teacher--Programming in Reading?" 17(Jan., 1964), 273-276.

Reviews 13 studies dealing with the contribution of programmed instruction to reading instruction, the evaluation of programs in actual classrooms, how to select programs as they are published, and how to build up an audience for current and future experiments in programming.

T. V. and Reading

455. Carner, Richard L. "Considerations in Planning a Television Reading Program." 16(Nov., 1962), 73-76.

Provides guidelines for the development and use of educational television for reading instruction. Discusses objectives, materials, and pupil activities.

456. Day, Martin S. "Teaching Literature by Televison." 11(Oct., 1957), 27-30.

Summarizes an individual's experiences teaching a college level course in literature over television. Reports that students taking the course over TV performed as well as students taking the course in the classroom.

457. Flierl, Nina T. "Planning and Producing TV Programs in Reading." 11(Oct., 1957), 17-22.

Relates a television reading teacher's suggestions for steps to be taken in preparing a TV reading lesson. Includes planning the format, writing the script, preparing study guides, planning for copyright material, making visuals, and rehearsing the program.

458. Hunt, Lyman C., Jr. "Let's Not By-Pass the Reading Teacher." 11(Oct., 1957), 37-41.

Explains the exploratory use of TV to demonstrate the teaching of reading. Lists advantages and disadvantages of such programs.

459. McDonald, Arthur S. "TV: Good Servant or Evil Genie?" 13(Apr., 1960), 295-296.

Finds that television is useful or detrimental to reading in proportion to the use the instructional program makes of it and to the efforts made by the schools to raise the ability, tastes, and discrimination of the students using it.

460. Nardozza, Stella. "Teaching Reading on Television." 10(Oct., 1956), 4-8.

Discusses the planning, execution, and rewards of a one-year program to teach reading to fifth graders by television.

461. Nason, H. M. "Multimedia in Reading Instruction." 18(May, 1965), 654-659.

Enumerates some problems in using multimedia in the classroom including the lack of reliable research evaluating its effectiveness and the problem of implementation. Describes Nova Scotia's concern with proper use of educational television and some ways in which problems are being met.

462. Nunnally, Nancy. "Television: A Window to Tomorrow." 10(Feb., 1957), 156-160.

Reviews research to propose ways in which television can assist the elementary school teacher. Discusses the advantages of TV as 1) a source of wider understanding, 2) an aid to wider reading, 3) a resource, and 4) a shared experience (especially educational television).

463. Sikes, Rhea. "Producing Reading Lessons on Television." 10(Oct., 1956), 9-12.

Presents the benefits and limitations of using television as a medium for teaching reading to fifth graders as shown during a one-year study in Pittsburgh.

464. Spiegler, Charles G. "TV Sends Them!--to the Library." 11(Oct., 1957), 23-26, 46.

Claims that TV is a boon to reading. Stresses that TV does not have to compete with good literature. Urges that teachers help direct their students' television viewing.

465. Witty, Paul. "Television and the Educative Process." 4(Mar., 1951), 1+.

Reviews the results of early surveys on the effects of television upon school children. Makes recommendations for improving television programming. Suggests ways of counteracting the strong attraction which television has for children.

466. Witty, Paul. "Children, TV, and Reading." 11(Oct., 1957), 11-16.

Discusses the positive and negative effects of TV on children. Makes suggestions to parents and teachers concerning the development of a constructive program of guidance for children and young people.

See also: 89, 223, 776.

V. READING PERSONNEL
(Articles 467-528)

Pre-Service and In-Service Training--Necessary Skills and Qualifications

467. Aaron, Ira E. "In-Service Help on Word Analysis Techniques." 19(Mar., 1966), 410-414.

Discusses the necessity for teaching word recognition and analysis skills. Presents six teaching guides for word analysis instruction. Offers nine suggestions for in-service program improvement.

468. Adams, Mary Lourita. "Teachers' Instructional Needs in Teaching Reading." 17(Jan., 1964), 260-264.

Reports a questionnaire survey of elementary teachers' judgments of their needs for learning about varied aspects of reading instruction.

469. Austin, Mary C. "In-Service Reading Programs." 19(Mar., 1966), 406-409.

Notes Harvard-Carnegie Study results reflecting the need for more, better prepared reading teachers. Reports investigations revealing teacher training inadequacies through testing or self-analysis. Includes five recommendations for improved in-serivce programs.

470. Austin, Mary C. and Gutman, Ann R. "Harvard-Carnegie Report on Reading--I, College Courses in Reading." 14(May, 1961), 302-307.

Reports some of the results of the Harvard-Carnegie Reading Study dealing with the current status of college reading instruction. Discusses general objectives and implementation of college reading programs as well as the teaching apprenticeship in the undergraduate preparation of teachers. Makes five recommendations for instructors of college reading courses.

471. Betts, Emmett Albert. "Who Shall Teach Reading?" 15(May, 1962), 409-414.

Points out the need for improved reading instruction and describes some encouraging trends: 1) prospective teachers are getting a firm foundation in the liberal arts and in such reading related areas as phonetics, semantics and the psychology of thinking, 2) reading specialists are being prepared and hired in ever increasing numbers, and 3) more and more clinics are being set up to handle the very difficult reading problems.

472. Burnett, Richard W. "The Diagnostic Proficiency of Teachers of Reading." 16(Jan., 1963), 229-234.

Describes the preparation and the validation procedures of a test which is designed to measure the diagnostic proficiency of classroom reading teachers.

473. Chall, Jeanne and Feldmann, Shirley. "First Grade Reading: An Analysis of the Interactions of Professed Methods, Teacher Implementation and Child Background." 19(May, 1966), 569-575.

Determines the effect of teacher perception and implementation of a given method on children's achievement. Uses both questionnaires and observation to differentiate emphasis on decoding or reading for meaning, involving 14 teachers of classes of socially disadvantaged in New York City. Reports the relationships between teacher characteristics and various factors of achievement.

474. Cooke, Dorothy E. "How Can We Help the Reluctant Teacher?" 7(Apr., 1954), 222-225.

Suggests possible causes for the teacher's reluctance to follow a developmental reading program and presents ways that growth and participation might be increased. Stresses the importance of released time, professional meeting attendance, and understanding the problems involved in developmental reading programs.

475. Cutts, Warren G. "How the Extension of NDEA Will Benefit Reading Teachers." 18(Dec., 1964), 223-224.

Lists several broad areas in which NDEA funds can be used to improve reading instruction, such as provision of materials, instructional equipment, and summer reading institutes for teachers.

476. Dawson, Mildred A. "Keeping Abreast in Reading." 4(May, 1951), 3-5.

Suggests ways in which teachers can keep abreast of the rapid developments in the field of reading instruction. Urges independent reading, workshops, conferences, curriculum study, and visitations.

477. Freeman, Sophie. "In a Child's Shoes." 17(Dec., 1963), 182-183, 191.

Illustrates through four examples how the teacher's ability to put herself in the child's shoes is a requirement for truly effective teaching.

478. Gilles, Mary B., Pressman, Raymond, and Burke, James F. "The Professional Preparation of Reading Personnel in Nassau County." 14(May, 1961), 339-342.

Discusses a survey of the professional preparation of reading personnel within Nassau County. Finds: 1) job titles and duties are not synonymous, 2) lack of graduate training among reading personnel, 3) New York State has no certification requirements for reading personnel, 4) most jobs are filled by those with limited experience, and 5) the practices of promotion within districts encourage poorly qualified personnel.

479. Haubrich, Vernon F. "The Culturally Disadvantaged and Teacher Education." 18(Mar., 1965), 499-505.

Presents several ways in which teachers misunderstand the nature of the social revolution in America and how it affects the school. Outlines seven guidelines to prepare teachers for disadvanted areas.

480. Heilman, Arthur W. "Effects of an Intensive In-Service Program on Teacher Classroom Behavior and Pupil Reading Achievment." 19(May, 1966), 622-626.

Studies whether in-service programs to improve classroom climates and teacher behavior would increase reading achievment in the Williamsport, Pennsylvania public schools. Records teacher change by use of an evaluation form and a final teacher-written report. Considers changes in reading achievement and teacher attitude and in philosophy, and techniques.

481. Kasdon, Lawrence M. "In-Service Education in a New Key." 19(Mar., 1966), 415-417, 423.

Recounts the state use of special resource teachers in Hawaii to help implement the principal-faculty chosen language arts projects. Traces activities of resource teachers from pre-service training through school "team" functioning. Reviews various types of projects undertaken.

482. Kincaid, Gerald L. "A Title I Short Course for Reading Teachers." 20(Jan., 1967), 307-312.

Recalls planning and implementation of state-wide, short-term courses designed to increase teacher sensitivity to and development of the potential of the lower-group child. Lists major objectives of the course. Presents results of course evaluation forms completed by teachers at the concluding session.

483. McGinnis, Dorothy J. "The Preparation and Responsibility of Secondary Teachers in the Field of Reading." 15(Nov., 1961), 92-97, 101.

Reports a questionnaire survey which revealed: 1) a majority of college freshmen recalled having no instruction in reading skills during their high school years, 2) approximately one-third of the high school teachers surveyed were expected to assume responsibility for providing instruction in reading, 3) teachers estimated that approximately one-third of their high school students could not read well enough to do the work expected of them, 4) high school teachers generally had not received any instruction while in college about how to teach reading to high school students.

484. Morrison, Coleman and Austin, Mary C. "Harvard-Carnegie Report on Reading--II, Theory, Practice, and the Apprenticeship Program." 14(May, 1961), 308-313.

Discusses some of the findings of the Harvard-Carnegie Reading Study. Focuses upon professional laboratory experiences provided for teachers in training and discusses the organization of practice teaching, the selection of cooperating teachers, and the integration of theory and practice. Offers six specific recommendations for improving the professional laboratory experience of pre-service teachers.

485. Niles, Olive S. "Systemwide In-Service Programs in Reading." 19(Mar., 1966), 424-428.

Emphasizes the importance of tailoring programs to local needs. Offers a sample content list and considerations regarding time and personnel. Provides an enumeration of possible in-service plans following the detailed case description.

486. Olson, Arthur V. "The Tape Recorder in Training Reading Teachers." 14(Jan., 1961), 195-196.

Lists four advantages to using the tape recorder in undergraduate reading methods courses: 1) it can bring the classroom situation closer to the teacher trainee, 2) it helps present methods of reading instruction, 3) it helps the teacher trainee to recognize reading weaknesses, and 4) it can be used to evaluate the students in the reading methods course.

487. Ramsey, Z. Wallace. "Will Tomorrow's Teachers Know and Teach Phonics?" 15(Jan., 1962), 241-245.

Reports a survey designed to determine how much phonic knowledge prospective elementary teachers exhibit before taking a course in reading methods. Offers suggestions for college teachers of courses in reading methods concerning which phonic skills should be taught.

488. Shores, J. Harlan. "The Professional Preparation of College Teachers of Reading." 14(May, 1961), 331-335.

Discusses the optimum preparation for college teachers of reading. Outlines in detail the program of preparation from the freshman year in college to the completion of the doctorate degree.

489. Smith, Nila Banton. "The Professional Preparation of High School Teachers of Reading." 14(May, 1961), 326-330.

Lists special procedures for preparing secondary reading teachers, special reading teachers, reading consultants or supervisors, and regular classroom teachers with some background in the teaching of reading.

490. Spache, George D. and Baggett, Mary E. "What Do Teachers Know about Phonics and Syllabication?" 19(Nov., 1965), 96-99.

Reports the results of a study to determine how accurately teachers understand and can apply phonic principles. Considers scores in terms of years of teaching experience and level taught. Suggests the need for pre-service instruction for teachers.

491. Stauffer, Russell G. and Cramer, Ronald L. "Reading Specialists in an Occupational Training Program." 20(Mar., 1967), 525-531.

Describes a language arts program planned and conducted at the University of Delaware (November, 1964 to June, 1965) for the dual purpose of teacher training and skill improvement of trainees. Emphasizes

phases of the program--diagnosis and testing, language experience, and directed reading--each providing opportunity for theory, demonstration, and practice. Relates means of adapting instruction and materials to individual and occupational needs.

492. Townsend, Agatha. "What Research Says to the Reading Teacher--The Classroom Teacher." 19(Apr., 1966), 529-535.

Summarizes research concerned with the classroom teacher's role, application of research findings, and extent and effectiveness of preparation. Suggests further investigation of in-service problems and possibilities.

493. Walker, Edith V. "In-Service Training of Teachers to Work with the Disadvantaged." 18(Mar., 1965), 493-498.

Discusses three aspects of training teachers to work with disadvantaged pupils: 1) problems in staffing schools for disadvantaged pupils, 2) ways that administrators can facilitate improvement of reading instruction in "economically handicapped" areas, and 3) specific activities to develop teacher competence in working with disadvantaged pupils.

494. Weintraub, Samuel. "What Research Says to the Reading Teacher--Pupil Conceptions of the Teacher." 20(Feb., 1967), 441-443, 445-446.

Reviews studies in which students relate qualities desirable in teachers, noting that findings must be interpreted cautiously. Lists sympathy, sense of humor, understanding, and ability to teach as the most commonly mentioned qualities. Suggests measures teachers might use for self-evaluation.

495. Western Michigan University IRA Chapter Research Committee, Kalamazoo, Michigan. "Instructional Problems in Reading as Viewed by Teachers and Administrators." 14(Nov., 1960), 75-80, 111.

Reports a survey of problems encountered in the teaching of reading and the kinds of in-service training provided by the school system.

496. Williams, Gertrude H. "How Well Do Your Pupils Read?" 2(Nov., 1949), 1-2, 11.

Contends that the classroom teacher of reading has a dual responsibility to education, including teaching and action research to critically evaluate reading methods, techniques, and practices.

497. Wollner, Mary H. B. and Richmond, Elizabeth V. "Teacher Training in a Summer Reading Clinic." 7(Apr., 1954), 220-221.

Gives an account of the Rockford (Illinois) College Reading Clinic summer training in remedial reading procedures for elementary teachers. Describes the instruction given and the teaching-tutoring activities of the participants. Includes an evaluation by participants.

498. Yoakam, Gerald A. "Challenges Facing the Teacher of Reading in 1957." 10(Dec., 1956), 67-70, 96.

Points to five problem areas which face the reading teacher: 1) how to respond to critiques of reading instruction, 2) what to do about slow learning children, 3) if and how to teach phonics, 4) how to react to TV, and 5) teaching children to read materials in the content areas. Offers some solutions to each of the five problems.

See also: 276.

Pre-Service and In-Service Training-- Certification Requirements

499. Clymer, Theodore. "The Minnesota Requirements for Reading Teachers." 14(May, 1961) 323-325.

Discusses problems and procedures leading up to the establishment of certification requirements for reading teachers and specialists.

500. Dietrich, Dorothy M. "Standards and Qualifications for Reading Specialists." 20(Mar., 1967), 483-486.

Reports International Reading Association's progress in establishing minimum standards for reading specialists. Lists five categories of reading specialists including role descriptions and discussion of desirable personal qualifications. Stresses the importance of upgrading the training of partially qualified specialists.

501. Haag, Carl H., Sayles, Daniel G., and Smith, Donald E. P. "Certificate Requirements for Reading Specialists." 14(Nov., 1960), 98-100.

Reports a survey of 12 state teacher certification agencies to determine the nature and extent of certification requirements for reading specialists.

502. Karlin, Robert. "Who Are Treating Our Disabled Readers?" 13(Apr., 1960), 288-292.

Cautions that anyone may engage in private remedial tutoring regardless of his preparation. Endorses the issuance of licenses by the state to those who have met minimum requirements for remedial instruction.

503. Letson, Charles T. "IRA Membership Standards." 13(Oct., 1959), 78-81.

Reports the recommendations of the Membership Standards Committee of the I.R.A. for minimum standards of training and experience and for a code of ethics for reading specialists.

504. Strang, Ruth. "Positions in the Field of Reading." 9(Apr., 1956), 231-239.

Summarizes and contains excerpts from the book, Positions in the Field of Reading. Presents information on functions, qualifications, salaries, and suggestions for the improvement of positions in the field of reading.

Reading Supervisors, Specialists, and Consultants

505. Artley, A. Sterl. "The Reading Specialist Talks to the Public." 18(May, 1965), 645-648.

Voices a concern with the paucity of articles about reading that are presented to the public by authors who are well-informed on the subject. Suggests the need to have reading specialists communicate to the local as well as the broader public through a variety of media.

506. Betts, Emmett Albert. "Comments on Papers in This Issue--In Perspective: Reading and Linguistics." 18(Dec., 1964), 221-222.

Redefines the gap that lies between the knowledge of reading specialists and that of linguists as they both attempt to relate to the teaching of reading. Concludes that the weaknesses as well as the strengths of linguistic contributions to reading must be understood.

507. Black, Millard H. "Problems of Big City Consultants." 20(Mar., 1967), 500-504.

Summarizes the results of a questionnaire on supervisory problems and practices returned by 35 of the 65 largest United States school districts. Explains that the high response areas concerned evaluation of reading programs, needed changes in both programs and practices, and teacher-consultant interaction. Points out that the highest priority on instructional problems was related to teaching personnel.

508. Carline, Donald E. "The Functions of a Newly Appointed Supervisor of Reading." 16(Sept., 1962), 45-47.

Stresses three responsibilities of the reading supervisor: 1) conducting an evaluation of the reading program, 2) supplying supplementary services, and 3) the ongoing study and improvement of the reading curriculum.

509. Clymer, Theodore. "The Road Not Taken." 19(Oct., 1965), 25-30.

Presents the IRA President's assessments of the events in reading during the year and of future activities for IRA. Delineates problems within the IRA and the field of education. Suggests ways individuals might shape the future of reading instruction.

510. Hugerth, Christine. "It's Different--For Each One." 7(Oct., 1953), 5-10.

Supports gearing reading programs to individual needs and differences. Stresses the teachers' need to recognize pressures faced by children. Suggests ways the reading specialist can help teachers.

511. Jones, Ernest A. "A Specialist in Workshops, Institutes, and In-Service Programs." 20(Mar., 1967), 515-519.

Categorizes aspects of the specialist's role in areas of philosophy, techniques, materials, and applications. Analyzes types of experiences to be incorporated in

workshops, in-service programs, and institutes which would include these categories.

512. Merker, Jarrold and Archer, Marguerite P. "Guideposts for School Cooperation in the Reading Program." 16(Sept., 1962), 38-40.

Defines the roles of the principal, the classroom teacher, the reading specialist, the librarian, and the special education teacher in the total school reading program.

513. Miller, Sister Mary Donald. "A Reading Consultant in a Private School." 20(Mar., 1967), 505-508.

Cites specific duties of the consultant as related to the superintendent, principal, faculty, individual teacher, and community. Stresses positive, realistic views and ways to help teachers help themselves. Notes ways a consultant's role changes in a private school.

514. Moburg, Lawrence G. "A New Consultant Gets Started." 20(Mar., 1967), 520-524, 531.

Presents the University of Chicago's graduate program for reading specialists. Notes possible difficulties incurred by new consultants and suggests possible initial procedures for defining their roles in helping teachers. Outlines considerations in gaining an understanding of the school system.

515. Morrill, Katherine A. "A Comparison of Two Methods of Reading Supervision." 19(May, 1966), 617-621.

Questions whether the reading consultant should be supervisor or "helpful friend". Compares experimental and control groups initially involved in authoritative or sharing-centered workshops with teacher attitudes and children's scores later.

516. Robinson, H. Alan. "The Secondary School Reading Specialist." 12(Dec., 1958), 103-106.

Summarizes a study which tried to define the occupational role of the reading specialist in the junior and senior high school. Notes: 1) trend for secondary specialists to operate beyond the confines of the English department, 2) different titles do not necessarily indicate different duties, 3) there is a need for more intensive training of specialists, 4) the degree of job satisfaction increases as duties decrease, and 5) most dissatisfaction derives from the structure of the program in the total education system.

517. Robinson, H. Alan. "The Reading Consultant of the Past, Present and Possible Future." 20(Mar., 1967), 475-482.

Contrasts the past and present roles of the reading consultant, noting the shift from remedial teaching toward involvement with total staff and program. Discusses these components of present duties: 1) in-service education, evaluation of students and programs, 2) selection, evaluation, and demonstration of methods and materials, 3) assistance with and interpretation of research, 4) public relations, 5) curriculum development, and 6) administration. Suggests future changes in preparation and performance of consultants.

518. Robinson, Helen M. "The Role of Auxiliary Services in the Reading Program." 14(Mar., 1961), 226-231.

Discusses types of services supplied to the reading program by specialists in related professions. Classifies the special services provided in relation to the physical, psychological, and social aspects of their contributions.

519. Schiffman, Gilbert B. "The Role of a State Reading Consultant." 20(Mar., 1967), 487-493.

Describes Maryland's reading program and consultant's activities. Presents areas of need as identified by state-wide questionnaire. Summarizes action taken to meet these areas of concern through educational and in-service programs, federal legislation, interdisciplinary interaction, and research.

520. Serwer, Blanche L. "Positions in New York City in the Field of Reading." 20(Mar., 1967), 537-540.

Relates the number, selection, qualifications, and duties of New York City's remedial reading specialists. Explores the roles of the corrective reading teachers, reading improvement teachers, district reading consultants, and reading counselors. Cites the need for continued study by specialists.

521. Strong, LaVerne. "The Role of the Reading Consultant in the Public Schools." 13(Dec., 1959), 129-133.

Discusses the dual role of the reading consultant in the developmental program for all children and the special programs for individual pupils with severe difficulties.

522. Thomas, Ellen Lamar. "A Reading Consultant at the Secondary Level." 20(Mar., 1967), 509-514, 519.

Discusses ways a reading consultant stimulated teacher awareness of reading problems. Describes uses of group meetings, individual conferences, classroom visits, and a resource center in encouraging teacher involvement. Relates activities including the cooperative writing of magazine articles, test construction, use of readability formulas, and demonstration teaching.

523. Umans, Shelley. "The Responsibility of the Reading Consultant." 17(Sept., 1963), 16-24.

Delineates the responsibility of the reading consultant to the professional staff and the community. Treats the specialist's role in testing, planning, and improving instructional programs, and communicating to parents.

524. Welty, Stella L. "A County Consultant." 20(Mar., 1967), 494-499.

Examines the roles of consultants in structures having the county as the basic operating or intermediate unit. Stresses in-service and action research activities within the basic unit. Supports direct, coordinative and supplemental, and professionally involved services in the intermediate plan. Predicts future role changes.

See also: 191, 489, 678.

Asserts that one who teaches reading must himself enjoy reading. Suggests numerous principles for the effective teaching of reading.

See also: 13.

Reading Tastes and Habits

525. Botel, Morton. "We Need a Total Approach to Reading." 13(Apr., 1960), 254-257.

Advocates a "total" approach to reading instruction including steps such as promoting the lifelong habit of reading in pupils, holding workshops to help teachers to guide students in book selection, and making broader use of library resources.

526. Burrows, Alvina Treut. "Do Teachers Read?" 11(Apr., 1958), 253-255.

Reports the findings of a study in New York designed to determine the reading habits of teachers as compared with other college graduates and the general population. Shows that teachers read about as much as other college graduates and more than the general population.

527. Odland, Norine and Ilstrup, Therese. "Will Reading Teachers Read?" 17(Nov., 1963), 83-87.

Surveys the reading habits and interests of college students preparing to be elementary teachers.

528. Wilson, Theda Morris. "A Reader Teaches." 12(Apr., 1959), 230-234.

VI. GROUPING AND ORGANIZATIONAL PLANS
(Articles 529-558)

529. Balow, Bruce and Curtin, James. "Reading Comprehension Score as a Means of Establishing Homogeneous Classes." 19(Dec., 1965), 169-173.

Questions how grouping by reading comprehension score would influence variation in achievement from a heterogeneous group. Uses sampling from the files of the University of Minnesota Elementary School. Includes results and conclusions.

530. Baltruweit, Johanne. "How I Grouped My Grade Four Class." 2(Nov., 1949), 10, 14.

Gives an account of the use of grouping practices for reading instruction. Includes discussions of understanding the needs of each child, motivation, estimating each child's instructional level, and continuous evaluation of reading progress.

531. Beery, Althea. "Organizing Reading in the Primary Grades." 10(Dec., 1956), 82-86.

Discusses facets of the primary reading program that need to be considered carefully in planning including: clearcut goals, grouping for reading, scheduling, guidance, and organizing of independent activities.

532. Berdelman, Ethel B. "Bases of Grouping in Reading." 2(Sept., 1949), 2-7, 10.

Reviews the history of instructional grouping since 1920. Examines the advantages and disadvantages of grouping for reading instruction. Suggests criteria for grouping. Discusses several specific methods and procedures for grouping.

533. Betts, Emmet A. "Approaches to Differentiated Guidance in Reading." 2(June, 1950), 7-11.

Examines the concept of differentiated guidance as a principle which underlies successful grouping practices. Describes numerous class, small group, and individual activities for use in grouping. Discusses the various bases for grouping.

534. Black, Millard H. "What Can I Do with the Other Groups while I Am Teaching One Group?" 5(Sept., 1951), 10-11.

Considers the problem of independent seatwork activities. Cites six important goals for seatwork activities and describes examples of activities appropriate for each goal.

535. Burns, R. L. "How I Divided My Grade Seven Class." 2(Nov., 1949), 10, 14.

Describes grouping at the junior high level. Focuses on the importance of comprehension ability, and notes that a student's oral reading ability is a poor index of his comprehension skill.

536. Canfield, James K. "Flexibility in Grouping for Reading." 11(Dec., 1957), 91-94.

Reports opinions and classroom grouping practices of 12 superior intermediate teachers. Finds that teachers take factors other than achievment into account in forming groups and that they consider the influence of status hierarchy in organizing groups. Lists two drawbacks in grouping for reading.

537. Coleman, Mary Elisabeth. "Planning and Guiding the Simultaneous Activities of Several Reading Groups." 1(Nov., 1948), 1-4.

Lists various competencies required of a teacher in order to conduct group work effectively. Suggests specific principles for planning, conducting and evaluating group work.

538. Frame, Mildred M. "How I Grouped My Grade One Pupils." 2(Nov., 1949), 9, 12.

Describes the grouping practices followed by one first grade teacher. Explains that the grouping was done on the basis of a screening bettery which included five tests measuring such factors as: 1) visual perception of differences, 2) listening and memory skills, 3) visual perception of similarities among word forms, 4) visual memory of a printed word, and 5) motor coordination.

539. Frymier, Jack R. "The Effect of Class Size upon Reading Achievement in First Grade." 18(Nov., 1964), 90-93.

Describes a study of nine "small" classes and six "large" classes to determine the effect of class size on first grade reading achievement. States that although "large" classes scored higher than "small" classes on a readiness test, the latter showed significantly greater reading achievement at the end of the year.

540. Gray, William S. "Role of Group and Individualized Teaching in a Sound Reading Program." 11(Dec., 1957), 99-104.

Examines practices in grouping and individualization. Concludes that the types of materials and procedures used should be selected according to the varied needs to be served.

541. Groff, Patrick J. "A Survey of Basal Reading Grouping Practices." 15(Jan., 1962), 232-235.

Reports actual classroom practices with regard to the flexibility of grouping for reading instruction. Indicates an average of 5.4 changes per class during the 13-week experiemental period and questions whether teachers actually do demonstrate flexible grouping in their classrooms.

542. Harris, Albert J. "Grouping in the Teaching of Reading." 5(Sept., 1951), 1-3.

Reviews the controversial question of grouping for reading instruction. Considers procedures for establishing groups, for fostering positive social attitudes for grouping, and for ensuring that groups work efficiently.

543. Hawkins, Michael L. "Mobility of Students in Reading Groups." 20(Nov., 1966), 136-140.

Reports a survey in which 26 student teachers were asked to report changes in reading groups. Presents three observations and concludes that grouping practices show little flexibility.

544. Hester, Kathleen B. "Grouping by Invitation." 11(Dec., 1957), 105-108.

Describes an approach to reading instruction at the junior high school level which provides common experiences for all children in the classroom and allows them to participate in reading activities suited to their different and varying needs.

545. Lee, Grace. "Mississippi School Initiates New Plan for Grouping." 2(Nov., 1949), 9, 13.

Describes grouping pupils in grades three through six into six inter-grade groups according to reading achievement, I.Q., and teacher judgment.

546. Marita, Sister M. "Beginning Reading Achievement in Three Classroom Organizational Patterns." 20(Oct., 1966), 12-17.

Describes and contrasts organizational patterns identified as "child centered" whole class, modified individualized, and three-to-five group. Results indicate the "child centered" whole class approach was as effective a method as the others.

547. Miel, Alice. "How to Make a Student." 15(Sept., 1961), 8-13.

Stresses the need for pupil-teacher cooperative procedures in the classroom in order to develop the independent self-sufficient student. Relates ways to use cooperative procedures in selecting materials for reading, in setting up reading groups, in providing instructional assistance, and in evaluating the outcome of reading instruction.

548. Pellett, Elizabeth A. "New Approaches to Grouping in High School." 11(Dec., 1957), 109-115.

Describes a program of grouping students into classes of four levels of achievement: 1) fast, 2) average, 3) slow, and 4) more modified than slow. Explains the criteria for placement and lists the materials used. Describes, in addition, a program of specialized remedial instruction as well as sub-grouping in academic classrooms.

549. Potter, Muriel. "Reading Groups in Action." 5(Sept., 1951), 4-6.

Describes an experienced teacher's use of grouping for reading instruction. Examines the use of flexible grouping and the use of appropriate materials.

550. Reid, Virginia M. "Let's Get Variety in the Reading Program." 7(Feb., 1954), 169-173.

States the belief that reading programs should include variety in teaching objectives and procedures as well as materials. Outlines plans for variety in the weekly program, grouping and the use of materials of different types.

551. Rittenhouse, Gloria G. "An Experiment in Reading by Invitation in Grades One through Four." 13(Apr., 1960), 258-261.

Evaluates a program of reading by invitation in which children formulate their own reading groups as their needs indicate. Points out that the most significant contribution of reading by invitation was the children's ability to recognize their own strengths and weaknesses in reading.

552. Robinson, Margaret A. "Some Do's and Don'ts in Grouping." 2(Feb., 1950), 14.

Lists ten specific suggestions for grouping. Includes suggestions dealing with the physical setting as well as those for the psychological climate of the classroom.

553. Smitter, Faith. "The Pros and Cons of Grouping." 7(Dec., 1953), 74-78.

Investigates the premise that children can be taught more effectively in small groups. Suggests that problems of homogeneity, motivation, social needs, and personality clashes should be considered.

554. Stauffer, Russell G. "A Directed Reading Activity--Group Type." 12(Apr., 1959), 266-267.

Outlines the basic principles and assumptions that underlie the effective development of both reading and thinking skills within the context of group-directed activity.

555. Warner, Dolores. "The Divided-Day Plan for Reading Organization." 20(Feb., 1967), 397-399.

Compares divided-day, half-day, and regular day organizational plans in terms of tested reading achievement and the relationship between socio-economic level, sex, and intelligence above or below the group median. Uses Dolch Word List, Gray Oral Reading Test, and Gates Primary Reading Test as measures. Presents and discusses findings.

556. Whipple, Gertrude. "How Can We Use Grouping Effectively within a Classroom?" 4(Jan., 1951), 3-4.

Discusses how to group, the bases for grouping, and the need for continual adjustment of reading groups. Includes examples of grouping for oral and silent reading.

557. Whipple, Gertrude. "Good Practices in Grouping." 7(Dec., 1953), 69-74.

Explains that tentative and flexible grouping should combine with purposeful and varied independent activities. Points out that unhurried discussion should

follow silent reading and that grouping, supported by administration, would allow the teacher more time for meeting individual needs.

558. Wolfe, Josephine B. "How Can I Help Every Child with Thirty or More in a Classroom?" 6(Sept., 1952), 13-16, 45.

Discusses bases for grouping, how to determine the number of groups, prccedures for developing group work, and how to report and interpret pupil progress. Lists "don'ts" to guide teachers past pitfalls of differentiated instruction.

See also: 34, 50, 96, 107, 127, 205, 216, 750, 792.

VII. TESTING AND EVALUATION
(Articles 559-588)

559. Austin, Mary C. and Huebner, Mildred H. "Evaluating Progress in Reading through Informal Procedures." 15(Mar., 1962), 338-343.

Describes the value of informal appraisal and discusses the use of group and individual informal inventories. Lists a number of informal inventories which have been published.

560. Betts, Emmett Albert. "Challenge versus Frustration in Basic Reading." 8(Oct., 1954), 8-13.

Discusses the process of assessing individual abilities and needs in organizing a reading program.

561. Boning, Thomas and Boning, Richard. "I'd Rather Read Than. . ." 10(Apr., 1957), 196-200.

Uses children's answers to the Incomplete Sentence Projective Test to show how attitudes towards reading can be determined.

562. Bush, Clifford L. "School Reading Surveys." 15(Mar., 1962), 351-355.

Discusses the need for each school to survey its reading program in order to assess present practices, to provide facts to aid in answering critics, to aid the new teacher in getting started in the reading program, and to identify the problems and organize the facts so that solutions can be proposed. Describes procedures for conducting the survey and interpreting the results.

563. Chall, Jeanne S. "The Roswell-Chall Diagnostic Reading Test of Word Analysis Skills." 11(Feb., 1958), 179-183.

Presents statistical evidence concerning the reliability and validity of the total Roswell-Chall Diagnostic Reading Test of Word Analysis Skills and of the subtests.

564. Della-Piana, Gabriel. "Analysis of Oral Reading Errors: Standardization, Norms and Validity." 15(Jan., 1962), 254-257.

Discusses the contrasting points of view regarding the analysis of oral reading errors as advocated by the Monroe Diagnostic Reading Examination and the Durrell Analysis of Reading Difficulty. Suggests steps which should be taken in validating present and future diagnostic instruments.

565. Gates, Arthur I. "Standardized Reading Tests--Their Uses and Abuses." 5(May, 1952), 1-2, 14.

Reviews the purposes of administering various types of standardized reading tests. Advises that test scores be interpreted correctly. Describes ways in which the results of standardized tests can aid the teacher in planning more effective instruction.

566. Glock, Marvin D. "Standardized Tests Can Help the Classroom Teacher Improve Reading Instruction." 6(Jan., 1953), 4-10.

Discusses evaluation versus testing as well as the values of testing; informal and standardized tests; intelligence, survey and diagnostic tests; measures of study skills; interest inventories; personality tests; and the selection and administration of tests.

567. Graff, Virginia A. "Testing and Reporting Procedures for an Intensive Tutoring Program." 19(Jan., 1966), 288-291.

Describes the use of a testing record form developed to speed pre-tutoring, diagnostic testing of fifth and sixth graders. Includes sample form and typical diagnoses from groupings of scores on this form.

568. Johnson, Marjorie Seddon. "Reading Inventories for Classroom Use." 14(Sept., 1960), 9-13.

Discusses the use of informal reading inventories for evaluating reading performance in group situations. Describes their nature, what they can accomplish, procedures for using them, and selection of appropriate materials.

569. Karlin, Robert and Jolly, Hayden. "The Use of Alternate Forms of Standardized Reading Tests." 19(Dec., 1965), 187-191, 196.

Investigates the need for using alternate forms of standardized reading tests. Reports scores of students from grades four through eight attending the University School of Southern Illinois University on the original and alternate forms of the SRA and California Reading Tests in September 1962, and again in May, 1963.

570. Lennon, Roger T. "What Can be Measured?" 15 (Mar., 1962), 326-337.

Summarizes the diverse reading abilities purported to be measured in various published tests. Reviews research in which factor analysis was used to attempt to identify specific reading skills. Concludes from the research that at the present it is possible to recognize and measure reliably only four components.

571. Lindquist, Franklin R. "We Need to Learn from and about Children." 7(Oct., 1953), 10-21.

Suggests various means of gathering information about children. Explores testing, cumulative records, inventories, check lists of skills and abilities, cumulative reading cards, and home information inventories.

572. McCullough, Constance M. "Reading Tests Help Provide for Differences." 7(Dec., 1953), 79-82.

Notes the difficulty in test score interpretation for the child who is more unique than typical. Advises checking the highest level of success as well as specific skill responses. Discusses tests examining both depth and breadth of skill.

573. Mayer, Robert W. "A Study of the STEP Reading, SCAT and WISC Tests, and School Grades." 12(Dec., 1958), 117, 142.

Describes the correlations observed on a sample of 271 seventh grade students between SCAT and STEP Reading Test scores, between the reading scores and school grades, between WISC scores and SCAT scores, STEP scores, and school grades.

574. Murray, Carol-Faith, and Karlsen, Bjorn. "A Concurrent Validity Study of the Silent Reading Tests and the Gates Reading Diagnostic Tests." 13(Apr., 1960), 293-294, 296.

Compares the results from the Gates Reading Diagnostic Tests with those from the Silent Reading Tests administered to two third graders, seven fourth graders, and eleven fifth graders. Finds that the assumption of concurrent validity between SRDT and GRDT must be rejected.

575. Neville, Donald. "The Relationship between Reading Skills and Intelligence Test Scores." 18(Jan., 1965), 257-262.

Summarizes a study of fifth graders to determine answers to three questions about the relationship of reading ability to scores on verbally-oriented group and individual intelligence tests, and Peabody Picture Vocabulary Test scores to WISC scores.

576. Prescott, George A. "Use Reading Tests Carefully--They Can Be Dangerous Tools." 5(May, 1952), 3-5.

Discusses the use and misuse of standardized reading tests. Identifies ways in which teachers frequently misunderstand the functions of standardized tests. Lists criteria for selecting an appropriate standardized reading test.

577. Preston, Ralph C. "Watch for the Pitfalls in Testing Oral Reading." 7(Apr., 1954), 232-233.

Recounts evidence of misleading and unreliable results of testing oral reading found at University of Pennsylvania's Reading Clinic. Reviews the values of oral reading and suggests techniques for more reliable testing.

578. Robinson, H. Alan. "Reliability of Measures Related to Reading Success of Average, Disadvantaged, and Advantaged Kindergarten Children." 20(Dec., 1966), 203-209.

Discusses test-retest and Kuder-Richardson reliabilities for eight different instruments. Implies that the socio-economic status of kindergarten children influences the reliability of the tests used with them.

579. Root, Shelton L., Jr. "Evaluating Children's Awareness of Literature." 9(Feb., 1956), 149-154.

Presents a broad concept of evaluation as it is related to evaluating the quality of children's reading experiences. Focuses on the problem of helping children evaluate their own growth in reading.

580. Sipay, Edward R. "A Comparison of Standardized Reading Scores and Functional Reading Levels." 17(Jan., 1964), 265-268.

Compares results from three group standardized tests with results from an informal reading inventory administered to 202 fourth graders. Finds that group tests tend to over-estimate instructional level, but result in scores somewhat below frustration level as assessed informally.

581. Tinker, Miles A. "Appraisal of Growth in Reading." 8(Oct., 1954), 35-38.

Discusses survey tests, informal reading tests, and anecdotal records as methods for appraising reading growth.

582. Townsend, Agatha. "What Research Says to the Reading Teacher." 10(Feb., 1957), 171-173.

Evaluates the limitations of tests used to measure critical reading abilities.

583. Townsend, Agatha. "What Research Says to the Reading Teacher." 13(Dec., 1959), 145-148.

Reviews the Fifth Mental Measurements Yearbook (edited by Oscar Buros) for, among other reasons, its evaluative reviews of tests by users and measurement specialists. Concludes that the yearbook is an invaluable tool for the reading practitioner.

584. Townsend, Agatha. "What Research Says to the Reading Teacher--Evaluating Reading Tests." 14(Jan., 1961), 197-199.

Discusses sources which provide information pertinent to test selection and use. Stresses that there is no one reference which can provide all the answers to questions about test selection and use in reading.

585. Townsend, Agatha. "What Research Says to the Reading Teacher--Tests and Measurements." 16(Mar., 1963), 371-373.

Discusses several precautions for the use and interpretation of tests. Reviews numerous reading tests which are either new or newly-revised.

586. Townsend, Agatha. "What Research Says to the Reading Teacher--Evaluation and Testing for Reading Programs." 18(Feb., 1965), 431-437.

Summarizes some research concerned with development and/or evaluation of new tests and test norms in reading including the Bender Gestalt, the WISC, the Spiral Aftereffect Test, the Rutgers Drawing Test, and Raven's Progressive Matrices.

587. Townsend, Agatha. "What Research Says to the Reading Teacher--Search and Research in Testing." 19(Feb., 1966), 371-379.

Reviews the Sixth Mental Measurements Yearbook (edited by Oscar K. Buros, 1965) and indicates the types of information contained in it. Cites examples of improving test research and makes comments aimed at motivating further study.

588. Weintraub, Samuel. "What Research Says to the Reading Teacher--Readiness Measures for Predicting Reading Achievement." 20(Mar., 1967), 551-558.

Presents the need for more adequate prediction of reading achievement and examines factors isolated by recent studies. Explains tests and subtests of possible significance including quantitative ability, visual discrimination, auditory discrimination, nonverbal perception, visual motor ability, and oral language patterns. Supports the need for further research and better instruments.

See also: 190, 370, 373, 472, 538, 636, 652, 686, 713 739, 748, 760, 765, 767, 782.

VIII. READING AND THE CONTENT FIELDS
(Articles 589-626)

589. Beyer, Margaret. "Unity or Division in Language Arts." 11(Apr., 1958), 244-248.

Suggests more integration of the other aspects of language arts--listening, speaking, and writing-in the teaching of reading. Maintains that a skills development and application reading program is a natural setting for the teaching of language arts.

590. Buelke, Eleanor. "The Drama of Teaching Reading through Creative Writing." 19(Jan., 1966), 267-272.

Uses samples of children's work to show how creative writing can help develop adequate self-concepts, assist pupil appraisal, stimulate interest in national events, build vocabulary, develop literary styles, and give opportunity to apply word skills. Considers possibilities of improving oral and silent reading, writing skills, and expression of concepts via creative activities.

591. Cansler, Gleamon. "Readiness for Reading in the Content Areas." 8(Dec., 1954), 73-77.

Defines readiness for reading in the content areas according to the skills involved. Offers suggestions for preparing students for reading in the content areas.

592. Cline, David L. "Interest in Electricity Helped Albert to Read." 5(May, 1952), 8.

Describes the manner in which a high school physics teacher dealt with a problem reader by gearing instruction to his interests.

593. Crosby, Muriel. "Spoken Language--A Key to Reading." 7(Oct., 1953), 36-41.

Emphasizes the need to consider the four aspects of language development--listening, speaking, reading, and writing--which interdependently influence intellectual and personality growth. Cites several examples showing the spoken language approach to reading.

594. Dimitroff, Lillian. "Evaluation of a Reading Experiment in Social Studies Classes." 10(Oct., 1956), 49, 62, 63.

Shows improvement in reading rate for most boys who participated in eleventh- and twelfth-year social studies classes in which reading rate and comprehension were emphasized.

595. Fay, Leo. "How Can We Develop Reading Study Skills for the Different Curriculum Areas? 6(Mar., 1953), 12-18.

Discusses reading as the major tool of study at all levels in the school program and describes skill in study as involving factors within the student. Points out the importance of knowing how to use those materials representing the sources from which the learner builds his new understanding and delineates specialized techniques of study for use in the various curriculum areas.

596. Fay, Leo C. "What Research Has to Say about Reading in the Content Areas." 8(Dec., 1954), 68-72, 112.

Presents some studies to illustrate the importance of teaching specific reading skills that relate to the content areas of arithmetic, social studies, and science.

597. Foote, Katherine Selby. "The Problem of Reading in Teaching Mathematics." 7(Apr., 1954), 234-235.

Notes the ways that vocabulary is a factor in understanding and using mathematics. Cites examples of words having special mathematical meanings. Suggests ways that learning from other fields might be associated to deepen understanding.

598. Furst, Norma and Amidon, Edmund. "Teacher-Pupil Interaction Patterns in the Teaching of Reading in the Elementary School." 18(Jan., 1965), 283-287.

Applies Flander's Interaction Analysis procedures to reading and content field lessons in order to determine the kinds of teacher-pupil interaction patterns present in the elementary school. Describes the procedure and results and lists seven outstanding trends revealed by the study.

599. Glock, Marvin D. "Developing Clear Recognition of Pupil Purposes for Reading." 11(Feb., 1958), 165-170.

Discusses the importance of establishing a meaningful purpose for reading in the content fields. Describes important by-products of reading for a purpose.

600. Heavey, Regina. "Practical Helps in Reading for Secondary School Teachers." 4(Jan., 1951), 9-10.

Discusses what secondary school teachers can do to ensure that the readability levels of content area texts are appropriate to the reading ability levels of students.

601. Horn, Ernest. "Responsibility for the Development of Reading Skills Needed in Content Areas." 8(Apr., 1955), 212-214.

Emphasizes the necessity of having each teacher in the curriculum be responsible for teaching reading skills pertinent to his area. Advocates the problem method of teaching.

602. Kerfoot, James F. "The Vocabulary in Primary Arithmetic Texts." 14(Jan., 1961), 177-180.

Presents arithmetic vocabulary lists for first and second grades based on six current arithmetic textbook series.

603. Lohmann, Victor. "How Shall We Develop the Reading Abilities Demanded of the Content Areas?" 8(Dec., 1954), 78-81.

Recommends that teachers of all subjects assume the responsibility for teaching reading skills pertinent to their content area.

604. Miller, Bernard S. "The Humanities--What You Don't Know Will Hurt You." 18(Apr., 1965), 557-562.

Makes a plea for correcting the imbalance between science and humanities in America. Suggests devoting greater attention in schools to the proper study of man, rather than concentrating on scientific research and development.

605. Nowell, Lillian. "Developing Concepts in the Social Sciences." 17(Sept., 1963), 10-15.

Describes a number of specific teaching practices contributing to improved concept development in social studies classes such as vocabulary development, gear-instruction to the wide range of abilities, and using many different sources.

606. Pflieger, Elmer F. and Sauble, Irene. "The 'New Deal' in Reading in the Content Fields." 10(Dec., 1956), 92-96.

Discusses the nature of reading in the content areas of social studies and arithmetic.

607. Pyrczak, Olga. "Contribution of Language Arts Experiences of the Elementary School to Democratic Living." 2(Feb., 1950), 2-9, 17.

Stresses the importance of communications skills to democratic living. Reviews the manner in which literature experiences, dramatic experiences, discussion experiences, and oral and written experiences contribute to the development of language skills.

608. Rasor, William W. "Helping Children Read and Interpret Science." 12(Feb., 1959), 170-175.

Discusses the relationship of teaching reading skills adequately and teaching science concepts and skills adequately. Illustrates how both areas can be developed within the science curriculum.

609. Robertson, Wanda. "Children's Interests in Social Studies as Reading Motivation." 10(Feb., 1957), 144-149.

Relates the goals of the social studies curriculum to the fulfillment of each individual child through reading.

610. Robinson, H. Alan. "Reading Skills Employed in Solving Social Studies Problems." 18(Jan., 1965), 263-269.

Summarizes a pilot study that investigated the process of the reading act by determining what reading skills fourth graders actually used in solving a social studies problem. Presents the significance, design, findings, conclusions, and implications of the study.

611. Robinson, Helen M. "Comments on Papers in This Issue." 18(Dec., 1964), 220-221.

Comments on Marquardt's article on interference in spoken prose. Reviews several points about the relationship between the formality of spoken prose to reading. Suggests three areas of needed research that are related to oral and written language.

612. Runke, Ruth. "Making the Most of Children's Interests in Science through Guided Reading." 10(Feb., 1957), 150-156.

Discusses the place of science in the reading program. Suggests book titles to be included in a reading program in science, particularly books on experiments, innovations and discoveries as well as books on careers in science.

613. Shepherd, David L. "Teaching Science and Mathematics to the Seriously Retarded Reader in the High School." 17(Sept., 1963), 25-30.

Describes techniques for diagnosing problems in the classroom, using texts effectively, providing background through the use of audio-visual aids, developing vocabulary, and teaching methods of attack on written problems in science and mathematics.

614. Siemons, Alice. "Guiding Reading in Science." 10(Dec., 1956), 97-101.

Delineates four purposes of the science program and evaluates the role of reading in it. Makes suggestions about selecting reading materials for the science program and in meeting the vocabulary needs in science materials.

615. Sochor, E. Elona. "Special Reading Skills Are Needed in Social Studies, Science, Arithmetic." 6(Mar., 1953), 4-11.

Discusses the problem of inadequate reading ability in social studies, science, and arithmetic. Lists findings of recent investigations on the reading process and explains the implications for teaching in the content areas. Lists skills basic to reading comprehension in all materials and explains the differences in reading skills necessary in the content fields.

616. Spache, George D. "Types and Purposes of Reading in Various Curriculum Fields." 11(Feb., 1958), 158-164.

Lists seven types of reading. Describes the factors influencing successful content reading and defines and illustrates fundamental reading skills. Discusses the place of each type of reading in the curriculum fields.

617. Squire, James R. "Emotional Responses to a Short Story." 9(Oct., 1955), 30-35.

Analyzes the responses of four boys to a single short story and suggests some of the effects which emotional factors may have on a reader's responses to fiction.

618. Stauffer, Russell G. "Making Provision for the Varying Levels of Reading Ability within the Content Areas." 8(Dec., 1954), 82-89.

Discusses providing for different levels of reading ability within the content areas in terms of individual differences, content area textbooks, materials for wide reading, and reading retardation. Describes an ideal classroom situation.

619. Strickland, Ruth. "The Relation of Reading to Development in the Language Arts." 9(Oct., 1955), 35-40.

Considers the interrelationship between general language development and reading. Cites examples in content area reading, listening, poetry appreciation, speech clarity, and creative writing.

620. Townsend, Agatha. "What Research Says to the Reading Teacher--Reading for the Subject Specialist." 10(Apr., 1957). 225-226, 230.

Discusses the need for subject teachers to help their students with reading problems. Uses subject matter vocabulary as an example of what these teachers can contribute.

621. Townsend, Agatha. "What Research Says to the Reading Teacher--Applied Reading--A Bibliography." 16(Dec., 1962), 189-194, 201.

Defines "applied reading" as the situation in which the reading skill is used as a tool for acquiring information. Describes twenty studies where reading is used as a tool in the content fields.

622. Veatch, Jeannette. "Creative Language Activity Promotes the Drive to Read." 5(May, 1952), 9-11.

Suggests how teachers can use spontaneous discussion, creative writing, and creative dramatics to motivate children's reading.

623. Veatch, Jeannette. "Discussion, Writing, Dramatics--Three Aids to Good Reading." 7(Dec., 1953), 96-99.

Reports a study showing that spontaneous and creative discussions, writing, and dramatics significantly aid reading improvement. Uses as subjects eight pairs of fifth- and sixth-grade classes.

624. Whipple, Gertrude. "Controversial Issues Relating to Reading in the Curricular Areas." 8(Apr., 1955), 208-211.

Proposes changes in the basic instruction of reading and other curricular fields in order to coordinate a program in which each teacher helps build reading skills necessary for his subject.

625. Wilson, Rosemary. "Comments on Papers in this Issue." 18(Dec., 1964), 219.

States approval of the following aspects of Sumner Ives' article on syntax and meaning published in the December 1964 issue: 1) Ives' interest in the "meaning" aspects of reading, 2) his plea for better integration of language arts in the schools, and 3) Ives' discussion of the relationship of syntactic structure to meaning.

626. Yoakam, Gerald A. "The Reading-Study Approach to Printed Materials." 11(Feb., 1958), 146-151.

Maintains that in addition to a basal reading program which develops reading skills and abilities common to all types of reading, the child must be taught how to read, comprehend, organize, and retain the materials of each content field. Lists the principal aims and advantages to this type of program and the steps for organizing it.

See also: 179, 306, 324, 384, 404.

IX. READING INSTRUCTION AND THE GIFTED
(Articles 627-643)

627. Barbe, Walter B. "Guiding the Reading of the Gifted." 7(Feb., 1954), 144-150.

Discusses pre-school methods and situations which help or hinder the gifted child's reading progress. Suggests possible reasons for the gifted reading below their level of ability in high school. Reports the Witty-Lehman study comparing reading interests of gifted and average children. Describes various programs such as Cleveland's Major Work Plan.

628. Barbe, Walter B. and Norris, Dorothy E. "Reading Instruction in Special Classes for Gifted Elementary Children." 16(May, 1963), 425-428.

Describes the reading curriculum used with gifted students in the Cleveland, Ohio public schools. Notes that the primary goal of such a program was "not what you read but how you think and feel about what you read."

629. Barbe, Walter B. and Williams, Thelma E. "Developing Creative Thinking in Gifted Children through the Reading Program." 9(Apr., 1956), 200-203.

Points out the necessity of enriching the reading program for gifted students by developing creative thinking abilities, self-responsibility, and broadening interests. Asserts that the gifted child is being neglected in many schools which leave him to shift for himself.

630. Barbe, Walter B. and Williams, Thelma E. "Developing Creative Thinking in Gifted Children through the Reading Program." 15(Dec., 1961), 198-201. (Reprinted from Vol. 9, Apr., 1956).

Points out the necessity of enriching the reading program for gifted students by developing creative thinking abilities, self-responsibility, and broadening interests. Asserts that the gifted child is being neglected in many schools which leave him to shift for himself.

631. Bland, Phyllis. "Helping Bright Students Who Read Poorly." 9(Apr., 1956), 209-214.

Emphasizes word study, guidance in interpretation and critical reading, and practice in study-type reading as steps toward enriching the school program for gifted children.

632. Jacobs, Leland B. "Books for the Gifted." 16(May, 1963), 429-434.

Lists numerous characteristics of the reading habits of gifted students as well as the characteristics of books which should be provided for them.

633. Klemm, Eugene. "Improving Reading Instruction for Gifted Children." 9(Apr., 1956), 197-200.

Suggests practices for the classroom teacher to insure maximum growth and development for gifted children through the adopting of well-established principles of reading instruction.

634. Martin, William, Jr. "Storytelling for the Gifted Child." 9(Apr., 1956), 226-230, 239.

Stresses the desirability of providing a suitable atmosphere for storytelling extending from the elementary grades through high school and college.

635. Mersand, Joseph. "Reading for Superior Students in a Comprehensive High School." 16(May, 1963), 442-447.

Discusses the materials and the special teacher references that are useful in developing the reading skills of gifted students within a comprehensive high school setting.

636. Singer, Harry. "Substrata - Factor Evaluation of a Precocious Reader." 18(Jan., 1965), 288-296.

Describes the method and results of an attempt to evaluate the subskills and capabilities of a precocious five-and-a-half-year-old who reads at about the fourth-grade level in speed and power of reading.

637. Strang, Ruth. "Gifted Children Need Help in Reading Too." 6(Jan., 1953), 23-27.

Lists simple rules for efficient reading. Discusses the development of reading potentialities through identifying gifted students, providing them with suitable reading materials, stimulating class activities, and counseling them. Reviews results of special projects carried out with gifted children in which they took a reading course beyond their indicated reading ability.

638. Strang, Ruth. "Insights of Gifted Students about Reading." 9(Apr., 1956), 204-208.

Presents information based on questions administered to 40 children and adults with I.Q.'s over 130 regarding their perception of their reading problems.

639. Townsend, Agatha. "What Research Says to the Reading Teacher--Helping the Gifted Reader." 14(Sept., 1960), 46-49.

Summarizes studies relating to the problems of helping the gifted reader. Treats the nature of giftedness and its relation to reading achievement, the relation of intelligence to various aspects of beginning reading instruction, the use of reading materials and accessory methods, and the characteristic performance demanded for mature reading.

640. Weingarten, Samuel. "Reading Can Help Gifted Adolescents." 9(Apr., 1956), 219-225.

Delineates problem areas of adolescents and, through examples from specific case studies, shows how reading has helped adolescents improve personal adjustment.

641. Welsh, Kathryn. "Reading for the Bright Pupil in the Junior High School." 9(Apr., 1956), 215-219.

Offers suggestions to the teacher on how to meet the widely different needs, interests, and abilities of bright pupils. Contains two brief case reports.

642. Witty, Paul A. "A Balanced Reading Program for the Gifted." 16(May, 1963), 418-424.

Describes the characteristics of the gifted students and suggests ways in providing for their reading needs.

643. Woolcock, Cyril William. "Guiding the Reading of Superior Students in a Special High School." 16(May, 1963), 448-451.

Reports the findings of a study which surveyed the reading habits of a group of gifted high school girl students. The study examined such factors as: 1) the amount of time spent on assigned reading, and 2) the type and amount of voluntary reading.

See also: 9, 65, 321.

X. THE CULTURALLY DIFFERENT
(Articles 644-661)

644. Anderson, Lorena A. "Reading in Appalachia." 20(Jan., 1967), 303-306, 312.

Gives a detailed account of two programs representative of those in Appalachia: the first program used an aural-oral communicative approach and stressed activity and application in building attitudes, concepts, and skills; the second program combined diagnostic teams, reading resource teachers, individualized instruction, and university consultant services.

645. Black, Millard. "Characteristics of the Culturally Disadvantaged Child." 18(Mar., 1965), 465-470.

Discusses the nature of a disadvantaged area and the culturally disadvantaged child. Emphasizes particular characteristics of language factors, learning patterns, and readiness for instruction.

646. Bollenbacher, Joan. "A Study of the Effect of Mobility on Reading Achievement." 15(Mar., 1962), 356-360, 365.

Summarizes the results of a study which showed that the reading achievement of sixth-grade pupils in the Cincinnati area was not related to the mobility of the pupil's family. Discusses also the problems which the pupil and the teacher face when the child enrolls in a new classroom.

647. Carlton, Lessie and Moore, Robert H. "The Effects of Self-Directive Dramatization on Reading Achievement and Self-Concept of Culturally Disadvantaged Children." 20(Nov., 1966), 125-130.

Concludes that an approach to teaching reading that includes a child's self-selection of a story character to dramatize is effective in enhancing the self-concept as well as increasing reading achievement.

648. Cohen, S. Alan. "Some Conclusions about Teaching Reading to Disadvantaged Children." 20(Feb., 1967), 433-435.

Lists and discusses twelve conclusions concerning present programs for the disadvantaged. Suggests that most educators have not accepted the problem or devised adequate ways to solve it. Advocates more attention to language development, perceptual training, linguistics, and phonics in approaches shaped to meet individual needs.

649. Edwards, Thomas J. "The Language-Experience Attack on Cultural Deprivation." 18(Apr., 1965), 546-551.

Outlines three basic problems of the culturally deprived learner and offers the language experience

approach with its involvement in a variety of skills as one solution to the problems. Suggests some guidelines for effective use of the approach.

650. Gomberg, Adeline W. "The Lighthouse Day Camp Reading Experiment with Disadvantaged Children." 19(Jan., 1966), 243-246, 252.

Describes a summer reading program for disadvantaged children included as part of day camp activities in the North Philadelphia area. Presents purposes, plans, and procedures of the program as well as findings. Includes suggestions for improving the experiment.

651. Harris, Albert J. and Serwer, Blanche L. "Comparing Reading Approaches in First Grade Teaching with Disadvantaged Children." 19(May, 1966), 631-635, 642.

Compares the effectiveness of skill-centered and language arts approaches for socio-economically deprived Negro children in New York by using four treatment methods. Provides a detailed account of experimental and statistical methods and shows that tentative conclusions led to both continuation and replication studies.

652. Lloyd, Helene M. "What's Ahead in Reading for the Disadvantaged?" 18(Mar., 1965), 471-476.

Enumerates eight avenues of attack in meeting the needs of disadvantaged children, including development of urban-oriented materials, more valid tests of the children's ability, and improved research studies in beginning reading.

653. Lumley, Kathryn Wentzel. "Mobile Reading Units and a Traveling Bookstore in Washington, D. C." 20(Jan., 1967), 319-323.

Describes the contents and use of mobile diagnostic units and a traveling paperback bookstore used in the Washington, D. C. area. Discusses book choices. Explains the roles of teacher aides and resource teachers.

654. McDavid, Raven I., Jr. "Dialectology and the Teaching of Reading." 18(Dec., 1964), 206-213.

Discusses dialect differences in American English and their implications in reading. Offers ways of dealing with dialect in the classroom reading program.

655. Niemeyer, John H. "The Bank Street Readers: Support for Movement toward an Integrated Society." 18(Apr., 1965), 542-545.

Describes the following contributions of the Bank Street Readers to the needs of the urban school child: 1) presentation of authentic urban life, 2) presentation of psychologically meaningful content, and 3) presentation of an urban population with its variety of races and types. Suggests some implications of these readers for the disadvantaged child.

656. Olsen, James. "The Verbal Ability of the Culturally Different." 18(Apr., 1965), 552-556.

Emphasizes the distinction between children who are incapable of verbalization and children who are verbally unresponsive in the classroom--the latter having a full language development outside school situations. Suggests four steps the schools must take to provide a total oral language program for all children.

657. Snipes, Walter T. "The Effect of Moving on Reading Achievement." 20(Dec., 1966), 242-246.

Studies whether students who move achieve greater success in reading vocabulary and comprehension than those who remain in continuous residence. Concludes that the problems of the mobile child are not academic problems, but rather may be problems of social adjustment.

658. Townsend, Agatha. "What Research Says to the Reading Teacher--The Disadvantaged Reader." 19(Mar., 1966), 447-454.

Reviews research concerning the disadvantaged reader and calls for more careful research. Delineates problems which hinder progress such as the wide range of definitions of the problems of the disabled child and the disparity between the child and the teacher in terms of value systems. Mentions various programs for assisting both teachers and children.

659. Van Hoosan, Mary. "Just Enough English." 18(Mar., 1965), 507.

Presents through a brief moment of humor in a classroom of slow learning, Mexican-American children an example of why the teacher should never use sarcasm.

660. Yandell, Maurine Dunn and Zintz, Miles V. "Some Difficulties Which Indian Children Encounter with Idioms in Reading." 14(Mar., 1961), 256-259.

Reports the results of a study designed to determine the efficiency of different ethnic groups of children in the use of English idiomatic expressions found in standard reading texts in the fourth, fifth, and sixth grades. Concludes from the findings that there is an apparent need to develop a better understanding of the idioms of the English language among bilingual pupils.

661. Yoes, Deck, Jr. "Reading Programs for Mexican-American Children of Texas." 20(Jan., 1967), 313-318, 323.

Reviews aspects of a variety of programs designed to improve the reading of Mexican-American children. Includes diagnostic, remedial, corrective, and enrichment programs. Discusses instruction both in Spanish and in English as a transitional aid to concept development.

See also: 9, 32, 36, 48, 78, 80, 82, 91, 94, 97, 99, 129, 157, 415, 430, 479, 493, 578, 703, 721.

XI. GUIDANCE AND READING
(Articles 662-664)

See also: 466, 533, 627, 637.

662. Dane, Chase. "The Role of Reading Guidance in the Total Guidance Program of the Elementary School." 15(Nov., 1961), 102-109.

Discusses the role of reading guidance in helping the child to satisfy his psychological needs, to master the appropriate developmental tasks for his age level, and to understand himself and the world around him. Relates reading guidance to the total guidance program of the school.

663. Goodell, Grace M. "A Reading Counseling Service." 10(Apr., 1957), 210-214.

Describes the goals and procedures of the New York City Reading Counseling Service for elementary school children.

664. Kilanski, Doris M. "The Reading Teacher and an Elementary Guidance Program." 19(Mar., 1966), 429-432.

Explores the ways elementary guidance counselors can assist the reading teacher in finding the causes of reading problems and planning remediation. Notes that teamwork and good relationships between the teacher and the guidance counselor are prerequisites for success.

XII. THE LIBRARY AND READING
(Articles 665-683)

665. Adams, Hazel. "The Changing Role of the Elementary School Library." 18(Apr., 1965), 563-566.

Describes some aspects of a Knapp School Libraries Project library and how it strives to meet the needs of the elementary school children.

666. Fenwick, Sara Innis. "How to Get a School Library Under Way." 17(Dec., 1963), 152-158.

Points out the need for representation from the entire school community in planning a library program. Discusses materials, accessibility, location, and activities for a library program.

667. Gaver, Mary Virginia. "What Research Says about the Teaching of Reading and the Library." 17(Dec., 1963), 184-191.

Abstracts several studies on libraries in the schools. Concludes that a great neglect in reading instruction lies in the lack of provision for varied materials and programs of library services in schools.

668. Hunt, Mate Graye. "A Cooperative Adventure." 9(Feb., 1956), 155-158.

Treats the role of books in providing companionship, inspiration, recreation, and information. Challenges the librarian and teacher to strive for "the right book for the right child at the right time."

669. Huus, Helen. "Libraries Bolster the Reading Program." 14(Mar., 1961), 236-240, 244.

Discusses the role and function of various types of libraries in relation to the contributions to and implications for the reading program. Includes a discussion focused upon school, public, and special libraries.

670. Johnson, Frances Kennon. "Let's Face Facts about School Libraries," 16(May, 1963), 456-458.

Discusses the contributions which a good school library can make to a reading program. Examines the status of present library services and suggests improvements in them.

671. Karlin, Robert. "Library-Book Borrowing vs. Library-Book Reading." 16(Nov., 1962), 77-81.

Explores whether circulation figures are a real index of book reading for children in grades three through nine. Finds that girls complete a larger percent of books borrowed than boys and that primary children complete a greater percent of books than intermediate children. Concludes that circulation figures are at best a rough estimate of actual book reading.

672. Krarup, Agnes. "Classroom Libraries Are Not Enough." 8(Apr., 1955), 215-219.

Discusses the need for a school library in terms of providing children with an opportunity to pursue individual interests. Stresses the virtues of a centralized library which has rich and varied resources and the services of a librarian.

673. Larrick, Nancy. "Who said, 'Go to the Attic for Children's Books'?" 14(Mar., 1961), 253-255.

Discusses the problems involved in providing children with a wide variety of interesting reading materials. Lists resources for help in overall planning and for help in book selection.

674. Larrick, Nancy. "The Reading Teacher and the School Library." 17(Dec., 1963), 149-151.

Stresses the essential position which the library program holds in cultivating lifetime habits of reading.

675. McEntee, Helen S. "When Johnny Can Read--But!" 9(Feb., 1956), 144-149.

Presents a librarian's suggestions on how to acquire materials for the classroom when a centralized library is not available and how to develop an interest list of materials. Contains a list of children's books, bibliographies, and resources which might be helpful in setting up a classroom library.

676. McGinniss, Dorothy A. "Aids to Help Develop a Good School Library." 17(Dec., 1963), 170-171.

Lists books, pamphlets, films, filmstrips, and slides useful to teachers and librarians interested in working to improve school library services.

677. Oaks, Ruth E. "We Tried to Keep Them Reading Through Our Summer Library Plan." 7(Feb., 1954), 178-182.

Reports and evaluates a summer library program used in Oneida County, New York, incorporating silent reading, book lending, and a story hour.

678. Rice, Helen F. "How Reading Teachers and Librarians Work Together." 17(Dec., 1963), 164-169.

Illustrates how the librarian can contribute to the reading teacher's effectiveness by recommending materials to meet specific interests, "selling" books in classes, providing bibliographies, applying readability formulas, and serving on curriculum committees.

679. Sattley, Helen R. "An Adequate School Library Program is Basic to the Reading Program." 12(Apr., 1959), 244-248.

Stresses the importance of the school library to the reading program. Makes specific suggestions for improving the school library such as implementation of the AASL library standards, adequate library space,

etc. Emphasizes the importance of giving children free time to browse in the library and urges that every teacher be trained in children's literature.

680. Sullivan, Peggy. "The Knapp School Libraries Project." 17(Dec., 1963), 172-177.

Discusses the Knapp School Libraries Project in which demonstration school library programs as well as research into the effectiveness of such programs were financed in a five year grant.

681. Townsend, Agatha. "What Research Says to the Reading Teacher--Your School Can Use a Library." 11(Feb., 1958), 193-195.

Stresses the need for more and better school libraries. Briefly cites research pertaining to children's reading interests. Reports evidence that librarians are capable of determining the readability of books.

682. Way, Olivia R. "How Elementary School Teachers and Librarians Work Together." 17(Dec., 1963), 159-163, 169.

Discusses various ways in which communication and cooperation between the teacher and the librarian can contribute to an improved reading program. Cites specific examples of the teacher and librarian working together. Suggests instituting book discussions and enumerates six desirable outcomes from such activities.

683. Warncke, Ruth. "Children and Their Reading as Seen by a Bookmobile Librarian." 7(Dec., 1953), 115-118.

Discusses the reasons behind children's book choices and shows examples of good and bad choices. Requests that all who deal with children encourage their reading.

See also: 379, 729.

XIII. PARENTAL HELP AND INFLUENCES
(Articles 684-703)

684. Artley, A. Sterl. "What Do Parents' Questions Mean?" 10(Oct., 1956), 17-20.

Outlines 14 typical questions about reading that parents ask. Analyzes these questions and suggests how teachers can help parents understand the reading program.

685. Austin, Mary C. "Report Cards and Parents." 18(May, 1965), 660-663.

Summarizes traditional report card practices and discusses important trends in reporting pupil progress. Includes some findings of a survey of current practices in reporting pupil progress in reading to parents.

686. Bean, Olive R. "Teachers and Parents Cooperate on Children's Reading." 7(Apr., 1954), 200-203.

Presents suggestions for more effective school visitationsand PTA activities. Includes samples of specific ways parents may help children having difficulty. Discusses test score interpretation.

687. Beery, Althea. "Schools Report to Parents." 18(May, 1965), 639-644.

Discusses the nature of public interest in reading instruction and the concomitant responsibility of educators to satisfy this interest. Develops three ways in which the school can communicate with the public: system wide reports, local school reports, and classroom reports.

688. Buchroeder, Martha M. "'I Was in the Dark on This Reading Business,' Says One Parent." 10(Oct., 1956), 14-16.

Comments on the problem of parents who do not understand the teaching methods in reading due to their reluctance to ask questions or the school's reluctance to encourage their questions. Recommends teacher-parent communication.

689. Cook, Helen R. "Helping Parents Help Their Children." 7(Apr., 1954), 203-208.

Advises ways parents can help reading come alive for children through developing interest and readiness. Emphasizes the child's need for a satisfying life and general development. Answers typical parents' questions.

690. Della-Piana, Gabriel, and Martin, Helen. "Reading Achievement and Maternal Behavior." 20(Dec., 1966), 225-230.

Studies the nature of the interaction in an interview situation between mothers and daughters for under-achieving and over-achieving groups of sixth-grade girls.

691. Elinsky, Dolores, Farrell, Mary E., and Penn, M. Dorothy. "Parents Learn about First-Grade Reading." 8(Apr., 1955), 227-233.

Describes reading readiness, beginning reading, and related practices as three phases of a first-grade reading program.

692. Grayum, Helen S. "How Parents' Attitudes Affect Children's Reading." 7(Apr., 1954), 195-199.

Urges sensitivity to the attitudes of both parents and children, as the attitudes are an outgrowth of home environment, home and school relationships, and emotional problems. Discusses the need for home and school to work together.

693. Jones, Daisy M. "Parents and the Reading Program." 7(Apr., 1954), 194.

Stresses the importance of parental attitudes and cooperation regarding reading. Introduces articles in the April issue dealing with parental role in the reading program.

694. Lloyd, Helene M. "New York City's Program for Developing the Role of Parents in Reading Progress." 18(May, 1965), 629-633.

Describes a program that enlists parental support in an attempt to combat staggering problems of teaching reading to New York City's diverse population. Lists various methods used to inform parents about the home-school role in promoting children's growth in reading.

695. Morrison, Nellie C. "Parent Readiness for Today's Reading Methods." 6(Sept., 1952), 34-38, 44.

Explains to parents reading readiness, the beginning reading stage, word recognition techniques, oral reading, the importance of silent reading, parental help to students, and developing a zest for reading.

696. Murfin, Mark. "Summer Reading Needs Parents' Support." 7(Apr., 1954), 208-210.

Presents a framework of beliefs about summer reading. Explores programs through which teachers, schools, and parents can encourage children to read during the summer.

697. Neville, Kathryn M. "Minneapolis Parents Learn About Reading." 5(Sept., 1951), 16.

Describes the preparation of a brochure which was entitled "What Every Parent Should Know About Reading." Discusses such topics as reading readiness, first-grade reading, phonics, the parent's role, etc.

698. Peterson, Lilly. "The Questions Parents Ask About Children's Reading." 7(Apr., 1954), 214-219.

Discusses a brochure published by a Curriculum Reading Committee in Richland, Washington, which was used as a part of a cooperative study of the reading program there. Includes a questionnaire sent to parents and their responses to it.

699. Rudman, Herbert C. "Parents and Their Children's Reading Interests." 10(Oct., 1956), 26-32.

Concludes from three studies that parents' attitudes toward reading greatly influence their children's reading habits and interests. Recommends that parents and teachers share information regarding a child's reading.

700. Sheldon, William D. "Let's Organize Parent-Teacher Study Groups." 6(May, 1953), 41-44.

Discusses a nine-step plan for parent-teacher study groups for improving reading instruction. Includes among the steps setting up communication between parents and teachers, evaluating the school's reading program, and forming advisory committees.

701. Smith, Nila Banton. "Parents Are People." 18 (May, 1965), 624-628.

Discusses the need to help people understand reading instruction in the public schools and to have good teacher-parent communication about reading practices.

702. Stauffer, Russell G. "Parents Can Help in the Reading Program." 10(Oct., 1956), 21-25.

Describes the importance of interests and favorable attitudes in reading and explains how parents and the school can help foster them in children.

703. Townsend, Agatha. "What Research Says to the Reading Teacher--Reading in the Popular Press." 18(May, 1965), 671-674.

Discusses the image of reading programs in popular magazines and suggests that many current articles present an inaccurate picture to the public. Summarizes some articles relating to i.t.a., beginning reading, disadvantaged children, and miscellaneous controversial topics.

See also: 4, 55 98, 379, 729, 751.

XIV. SOCIOLOGY OF READING
(Articles 704-708)

704. DeBoer, John J. "Reading and the Social Scene." 12(Oct., 1958), 10-13.

Discusses the manner in which reading skill aids Man in his attempt to understand his ever-changing social environment.

705. Ennis, Philip H. "Recent Sociological Contributions to Reading Research." 17(May, 1964), 577-582.

Discusses several studies of sociological factors influencing reading. Supports the observation that the sociology of education is a fast growing field.

706. Townsend, Agatha. "What Research Says to the Reading Teacher--The Sociology of Reading." 19(Nov., 1965), 125-127.

Annotates twenty studies dealing with the sociology of reading. Includes studies offering insights in the areas of communication, the use of mass media, and adult reading.

707. Worley, Stinson E. and Story, William E. "Socio-Economic Status and Language Facility of Beginning First Graders." 20(Feb., 1967), 400-403.

Measures the differences in language facility of children of high or low socio-economic status. Matched groups of first graders were tested by the Illinois Test of Psycholinguistic Abilites. Reports statistically significant differences in achievement and attitude and notes implications.

708. Ziller, Robert C. "The Social Psychology of Reading." 17(May, 1964), 583-588, 593.

Describes reading as a social learning process and discusses group problem solving in a reading context in terms of imitation, identification, and role playing.

See also: 7, 9, 646.

XV. AUDITORY DISCRIMINATION
(Articles 709-715)

709. Chall, Jeanne, Roswell, Florence G., and Blumenthal, Susan Hahn. "Auditory Blending Ability: A Factor in Success in Beginning Reading." 17(Nov., 1963), 113-118.

Reports a four-year longitudinal study relating auditory blending, I.Q., and various tests of reading achievement. Concludes that there is a substantial relationship between blending and reading achievement, but that the relationship to I.Q. is not clear.

710. Hollingsworth, Paul M. "Can Training in Listening Improve Reading?" 18(Nov., 1964), 121-123, 127.

Enumerates several studies that point to a definite interrelationship between listening and reading. Concludes that listening does have a positive effect on reading achievement.

711. Many, Wesley A. "Is There Really Any Difference--Reading vs. Listening?" 19(Nov., 1965), 110-113.

Presents a study involving 352 Midwestern sixth-graders to determine whether visual presentations are superior to auditory presentations. Discusses design, controls, conclusions, and implications.

712. Silvaroli, Nicholas P. and Wheelock, Warren H. "An Investigation of Auditory Discrimination Training for Beginning Readers." 20(Dec., 1966), 247-251.

Reports an experiment in which auditory training is shown to help beginning readers in lower socio-economic groups to better discriminate basic speech sounds.

713. Townsend, Agatha. "What Research Says to the Reading Teacher--A Bibliography on Auding." 17(Apr., 1964), 549-551.

Presents a 30-item annotated bibliography of research in listening published since 1960. Divides the research into three areas: Auditory Factors, Listening and Reading, and Tests.

714. Wepman, Joseph M. "The Interrelationship of Hearing, Speech, and Reading." 14(Mar., 1961), 245-247.

Discusses the interrelationship between the processes of hearing, speech, and reading. Stresses that hearing in all its facets is a developmental process. Urges that teachers take into account the fact that children differ in their development and that instruction be geared to individual needs.

AUDITORY DISCRIMINATION

715. Zoepfel, Mary M. "Auditory Discrimination in the Learning Difficulties of Children with Neurological Disabilities." 15(Nov., 1961), 114-118.

Describes the symptomatology of neurological and sensory disorders in children and discusses the assessment and improvement of auditory discrimination in children who have such disabilities.

See also: 75, 85, 98.

XVI. VISUAL DISCRIMINATION
(Articles 716-728)

716. Alexander, Duane and Money, John. "Reading Disability and the Problem of Direction Sense." 20(Feb., 1967), 404-409.

States the Laws of Directional and Form Constancy, illustrating problems in their application by children. Explores possible causes of directional difficulty, such as: 1) faulty directional sense, 2) space-form perception disability, and 3) sexual differences in orientation.

717. Barrett, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement." 18(Jan., 1965), 276-282.

Summarizes some research pertinent to the relationship between visual discrimination and first-grade reading. Reports a study to determine the ability of nine reading readiness factors to predict first-grade reading achievement. Includes a description of the sample and measuring instruments, statistical procedures, results, and interpretations.

718. Bing, Lois B. "Vision and Reading." 14(Mar., 1961), 241-244.

Discusses the role of vision and visual abilities as they relate to the reading process. Defines vision as the total process which operates when a child is reading. Delineates types of vision problems encountered in the reading program.

719. Buswell, Guy T. "The Process of Reading." 13(Dec., 1959), 108-114.

Discusses the process of reading in terms of word recognition, functional reading, phonetics, oral reading, and rate of reading. Emphasizes the need for more focal research on reading as basically a problem of visual perception.

720. Calvert, James J. and Cromes, George F., Jr. "Oculomotor Spasms in Handicapped Readers." 20(Dec., 1966), 231-236, 241.

Finds that eye tremors apparent in some disabled readers is related to their not responding to remedial treatment unless medication is prescribed. Suggests eight areas for further study in regard to O.M.S.

721. Olson, Arthur V. "School Achievement, Reading Ability, and Specific Visual Perception Skills in the Third Grade." 19(Apr., 1966), 490-492.

Reports a study based on Frostig's postulates of the relationship of visual perception skills to learning difficulties. Measures various reading skills for 121 third graders and correlates the scores with those on the Frostig Developmental Test of Visual Perception.

722. Popp, Helen M. "Visual Discrimination of Alphabet Letters." 17(Jan., 1964), 221-226.

Attempts to determine which pairs of alphabet letters are most often confused by pre-reading children. Confirms that pairs b-d and p-q are most confusing.

723. Potter, Muriel. "What Research Says about the Teaching of Reading." 7(Dec., 1953), 119-122.

Summarizes the results of various vision tests given to first, fourth, and seventh graders. Elaborates on implications of eye-hand preference and reversals for teachers. Discusses the effect of sex differences in the reading achievement of Chicago public school children in grades three through eight.

724. Robinson, Helen M. "Comments on Dr. Artley's Address." 8(Apr., 1955), 200-201.

Uses research to discuss readiness for perception skills and individual differences in word perception abilities.

725. Shaw, Jules Harold. "Vision and Seeing Skills of Preschool Children." 18(Oct. 1964), 33-36.

Describes symptoms and effects of common eye refraction problems to which a teacher should be alerted. Discusses the age at which a child's eyes are ready for reading.

726. Townsend, Agatha. "What Research Says to the Reading Teacher--Hygiene of Reading." 16(Sept., 1962), 51-54.

Reviews the findings of such researchers as Tinker, Paterson, Luckiesch, and Moss which pertain to visual problems that the task of reading presents to the student.

727. Vernon, M. D. "The Perceptual Process in Reading." 13(Oct., 1959), 2-8.

Discusses visual perception and reading. Concludes that acquisition of facility in well-integrated perceptual processes requires prolonged practice, much of it in tasks which are singularly difficult for children.

728. Vernon, M. D. "Ten More Important Sources of Information on Visual Perception in Relation to Reading." 20(Nov., 1966), 134-135.

Reviews recent research contributions to understanding visual perception. Points out that while there is little or no evidence indicating that those who learn to read normally are much affected by perceptual difficulties, in some backward readers a variety of perceptual deficiencies do appear.

See also: 75, 85, 98.

XVII. PERSONALITY
(Articles 729-736)

729. Armstrong, Robert D. "Reading Success and Personal Growth." 12(Oct., 1958), 19-23.

Discusses the relationship between a child's reading achievement and his personal and social adjustment. Describes a study which assessed the attitudes of both parents and children. Observes that low reading gain tends to be associated with parental dissatisfaction about school, with pupil discouragement about visiting a library, and with pupils being insecure and unhappy in school.

730. Denny, Terry P. and Weintraub, Samuel. "Exploring First Graders' Concepts of Reading." 16(Mar., 1963), 363-365.

Describes a research proposal to determine how a first grader verbalizes his concept of reading and how he views himself as a potential reader.

731. Durr, William K. and Schmatz, Robert R. "Personality Differences Between High-Achieving and Low-Achieving Gifted Children." 17(Jan., 1964), 251-254.

Compares high achieving children with I.Q.'s above the 90 percentile with low-achieving children of comparable ability using nine categories from group personality inventories. Concludes that low achievers had less desirable scores.

732. Eddy, Claire Frances. "A Sixth Grade Teacher Looks at Personality Development through Reading." 7(Oct., 1953), 29-35.

Lists eleven ways sixth graders are generally alike, while outlining a basic philosophy of reading. Describes classroom situations in which principles are applied, including steps for determining a child's instructional level.

733. Knight, Elva E. "Personality Development through Reading." 7(Oct., 1963), 21-29.

Shows how personality and reading development are interrelated and interdependent. Reviews significant research and points out the implications of research findings for teaching. Includes an extensive bibliography.

734. Solomon, Ruth H. "What Research Says to the Teacher of Reading--Personality and Reading." 9(Oct., 1955), 41-43, 40.

Presents the research findings of three studies of the effects of psychotherapy used with disabled readers. Cites one summary and interpretation of research concerning personality and reading.

PERSONALITY

735. Townsend, Agatha. "What Research Says to the Reading Teacher--Emotionality and Reading." 18(Mar., 1965), 519-523.

Presents an 18-item annotated bibliography of studies dealing with various aspects of personality factors and reading. Notes that while research on various types of emotional dislocation has received a great deal of attention, it has been characterized by wide variations in approach.

736. Weingarten, Samuel. "Reading as a Source of the Ideal Self." 8(Feb., 1955), 159-164.

Reports a study in which 1,256 college students were administered a questionnaire to find out how voluntary reading had contributed to the solution of their problems of personal and social development.

See also: 13, 82, 590, 647, 666, 738, 741, 746, 748, 749, 753, 793.

XVIII. READING PROBLEMS
(Articles 737-816)

Factors Related to Reading Disability

737. Artley, A. Sterl. "Prevention of Reading Disabilities as a Basal Reading Problem." 8(Oct., 1954), 21-24, 38.

Discusses the need for systematic teaching of basic reading skills as a preventative measure against reading disabilities. Outlines the qualities of a sound basal reading program which is grounded in child psychology.

738. Austin, Mary C. "Retarded Readers Speak." 12(Oct., 1958), 24-28.

Explores such questions as what the student's ability to read (or lack of it) means to him. Presents numerous verbatim remarks by retarded readers which provide insight into their poor self concepts. Notes that retarded readers are handicapped both in terms of their attitudes toward learning and in terms of their being deprived of information by their inadequate reading skills.

739. Betts, Emmett Albert. "Reading--Unfinished Business." 10(Feb., 1957), 131-136, 143.

Restates the challenge of children who do not read and the concomitant problems of lock-step teaching and misuse of standardized tests of reading achievement.

740. Cleland, Donald L., and Davies, William C. "Silent Speech--History and Current Status." 16(Jan., 1963), 224-228.

Presents some facts related to experimental and clinical concepts of silent speech. Puts forth three conclusions: 1) experts do not agree in their attitudes toward silent speech, 2) there is a definite trend to consider silent speech a natural developmental reinforcement mechanism, and 3) an interdisciplinary attack is needed on those aspects of silent speech still in question.

741. Cohn, Stella M. and Fite, Margaretta W. "Personal-Social Changes Reflected in Reading Accuracy Ratings." 17(Nov., 1963), 97-99.

Reports that a reduction in the incidence of errors on silent reading tests has been observed to precede measurable growth in reading power. Concludes that disabled readers profiting from a clinical program become less likely to mark answers indiscriminately.

742. Drake, Charles. "Reading, 'Riting and Rhythm." 18(Dec., 1964), 202-205.

Uses two studies to discuss the relationship between remedial reading cases and a failure to develop rhythm. Suggests that because rhythmic training may improve reading ability, classrooms ought to use music regularly in their programs.

743. Eames, Thomas H. "The Effect of Endocrine Disorders on Reading." 12(Apr., 1959), 263-265.

Reports a study which involved the comparison of 24 retarded readers characterized by endocrine problems with a group of 100 retarded readers without endocrine problems and with a group of 100 controls. Suggests that the most common endocrine disorder among non-readers is hypothyroidism.

744. Eames, Thomas H. "Physical Factors in Reading." 15(May, 1962), 427-432.

Discusses the relationship between various physical factors and reading based on a study of research and the author's own wide experience. Evalutes the relationship of reading ability to various abnormalities of vision, the brain, and glandular functioning.

745. Groff, Patrick J. "Study of Handedness and Reading Achievement." 16(Sept., 1962), 31-34.

Reports a study which compared the reading achievement of 89 left-handed intermediate grade students to the total class population of 1,082 students. Points out that only two (both on the Word Meaning subtest) of the twelve comparisons were statistically significant.

746. Henderson, Edmund H., Long, Barbara H., and Ziller, Robert C. "Self-social Constructs of Achieving and Nonachieving Readers." 19(Nov., 1965), 114-118.

Summarizes a study comparing self-concepts of achieving and nonachieving readers. Reports differentiation, esteem, and individualism scores which were obtained on each subject. Compares non-achievers from the Reading Study Center, University of Delaware, with achievers from public schools.

747. Holmes, Jack A. "Emotional Factors and Reading Disabilities." 9(Oct., 1955), 11-17, 10.

Presents a brief theoretical consideration of the role of emotions in reading difficulties, quotes one summary of possible interrelationships, and presents some practical implications for school practice in dealing with reading difficulties.

748. Krippner, Stanley. "Reading Improvement and Scores on the Holtzman Inkblot Technique." 19(Apr., 1966), 519-522.

Investigates the relationship between reading improvement and emotional stability for 24 elementary enrollees in a summer remedial reading clinic at Kent (Ohio) State University. Cites scoring systems and

implications of four correlations found significant through use of the inkblot technique.

749. McCarthy, Dorothea. "Language and Personality Development." 6(Nov., 1952), 28-37.

Considers pre-linguistic babblings, mother-child relationships, pre-school language experiences, language disorders, stutterers, and submissive and agressive non-readers. Discusses the need for security and understanding and how to plan a preventive program.

750. Mahaffey, James P. "Title I Reading Programs in South Carolina." 20(Jan., 1967), 332-338.

Describes need-based corrective, remedial, and developmental programs with analysis of their specific features. Notes personnel retraining and in-service opportunities. Describes the reading center approach, program extensions, and methods of evaluations and draws conclusions about them.

751. Natchez, Gladys. "From Talking to Reading without Really Trying." 20(Jan., 1967), 339-342.

Considers possible reasons for the numerous children having difficulties in learning to read. Compares criterion level and parent reaction to errors for the two areas of reading and talking. Concludes with six suggestions for helping children to move from talking to reading more successfully.

752. Otto, Wayne. "Family Position and Success in Reading." 19(Nov., 1965), 119-123.

Reviews positional psychology studies considering the influence on reading success of the eldest, youngest, only, or later-born child. Includes data analysis and implications.

753. Riper, C. Van. "The Speech Pathologist Looks at Reading." 17(Apr., 1964), 505-510.

Mentions relationships between the treatment of speech difficulties and the treatment of reading difficulties and calls for a sharing of ideas between the fields.

754. Robinson, Helen M. "Some Poor Readers Have Emotional Problems." 6(May, 1953), 25-33.

Describes early patterns of disturbances among poor readers and patterns of emotional reactions among older retarded readers. Discusses therapy for retarded readers who are emotionally maladjusted and the importance of striving to prevent reading disability and emotional maladjustments among pupils.

755. Sandstedt, Barbara. "Relationship Between Memory Span and Intelligence of Severely Retarded Readers." 17(Jan., 1964), 246-250.

Explains that tests of auditory and visual memory span administered to 45 retarded readers resulted in significantly lower auditory scores than visual scores.

756. Townsend, Agatha. "What Research Says to the Reading Teacher--A Bibliography on Sensory Handicaps." 19(May, 1966), 677-681.

Presents an annotated bibliography of 18 studies concerning sensory handicaps including vision, hearing, speech, and multiple handicaps. Notes that half of the studies deal with blind or partially sighted children.

757. Weintraub, Samuel. "What Research Says to the Reading Teacher--Sex Differences in Reading Achievement." 20(Nov., 1966), 155-165.

Reviews research on sex differences in reading achievement. Considers when differences exist, possible causal factors, and attempts at lessening male retardation.

See also: 250, 259, 715, 716, 720, 721, 723, 734, 771.

Diagnosis of Reading Problems

758. Artley, A. Sterl. "Classroom Help for Children With Beginning Reading Problems." 15(May, 1962), 439-442.

Discusses ways in which the classroom teacher can detect potential reading problems, provide special help for the potential disabled reader, and organize special help groups within the classroom.

759. Bolling, Rexford W. "Techniques for Diagnosing Reading Difficulties." 10(Dec., 1956), 102-106, 128.

Outlines factors--physiological, psychological, learned, and social--that contribute to reading difficulty. Mentions three diagnostic areas: 1) eye movement records, 2) reading tests, and 3) visual span.

760. Cleland, Donald L. "Clinical Materials for Appraising Disabilities in Reading." 17(Mar., 1964), 428-434, 440.

Considers the variety of testing instruments used in reading clinics, enumerates some of their limitations, and concludes that a qualified clinician is essential for their proper use.

761. Dolch, E. W. "How to Diagnose Children's Reading Difficulties by Informal Classroom Techniques." 6(Jan., 1953), 10-14.

Suggests ways of distinguishing poor readers by their ability to handle common words, their successful attack on hard words, and their comprehension.

762. Ketchum, E. Gillet. "Neurological and Psychological Trends in Reading Diagnosis." 17(May, 1964), 589-593.

Surveys the complex status of theory and evidence related to causation of severe reading disability.

Supports the need for an eclectic approach and thorough evaluation of new findings.

763. Rabinovitch, Ralph D. and Ingram, Winifred. "Neuropsychiatric Considerations in Reading Retardation." 15(May, 1962), 433-438.

Defines three major diagnostic groupings within the broad term "reading retardation." Presents case studies of children referred to the psychiatric clinic because of reading disabilities. Suggests diagnostic and remedial techniques.

764. Sheldon, William D. "Specific Principles Essential to Classroom Diagnosis." 14(Sept., 1960), 2-8.

Discusses six specific principles of diagnosis essential in the classroom situation. Elaborates ways in which the principles can be applied by the classroom teacher.

765. Spache, George D. "Clinical Diagnosis in the Classroom." 14(Sept., 1960), 14-18.

Discusses the clinical aspects of reading diagnosis that may be applied in the classroom situation. Presents the types of tests employed and elaborates on the areas involved.

766. Triggs, Frances Oralind. "Newer Approaches to Remedial Reading." 5(Feb., 1952), 4-5.

Discusses the identification of children who need specialized reading help and the manner in which classroom teachers might accommodate the needs of poor readers.

767. Woodbury, Charles A. "The Identification of [illegible]derachieving Readers." 16(Jan., 1963), 218-223.

Presents a study which examines two methods of determining underachievement in reading: 1) the age-ratio procedure and 2) a differential indices procedure.

See also: 16, 299, 664, 725.

Treatment of Reading Problems

768. Aaronson, Shirley. "Changes in I.Q. and Reading Performance of a Disturbed Child." 19(Nov., 1965), 91-95.

Reports a case-study of a disturbed child at the Adelphi University Reading and Study Center. Describes an increase of 20 points in I.Q. after two and one-half years of remedial help.

769. Baker, Carolyn C. "Individualized Reading with [illegible]e Educables." 20(Nov., 1966), 148-149.

Suggests individualized reading as an effective means of combating lack of interest and low confidence in reading with educables.

770. Balow, Bruce. "The Long-Term Effect of Remedial Reading Instruction." 18(Apr., 1965), 581-586.

Summarizes the findings of a few studies of remedial gains in reading. Presents in greater detail the results of three independent investigations of the short-term and long-term effects of intensive remedial instruction for disabled readers. Concludes that these findings are consistent in supporting the effectiveness of remedial instruction for disabled readers, but that perhaps a long-term approach is needed for optimum progress.

771. Bernstein, Margery R. "Remedial Reading with Cardiac Children." 9(Feb., 1956), 159-162.

Describes a program conducted with 25 disabled readers who had histories of cardiac disorders. Notes that two main complicating factors were the children's limited background of experiences and their fearfulness.

772. Bliesmer, Emery P. "Evaluating Progress in Remedial Reading Programs." 15(Mar., 1962), 344-350.

Discusses the problems associated with evaluating progress in remedial reading programs by means of the typical test-retest procedures. Suggests alternative procedures to be used in evaluating progress and reports the results of an experiment comparing the various methods of assessing growth.

773. Boardley, Elizabeth. "Experimental Reading Was a Must." 5(Jan., 1952), 17-18.

Describes a classroom teacher's experimental approach to teaching children with severe reading disabilities in a slum school. Uses an approach in which the children worked together in a friendly and democratic manner.

774. Bryant, N. Dale. "Some Principles of Remedial Instruction for Dyslexia." 18(Apr., 1965), 567-572.

Presents five basic principles to use as a framework for effective remediation of dyslexic children. Analyzes some problems of the dyslexic child and offers specific teaching suggestions to cope with them.

775. Carter, Homer L. J. and McGinnis, Dorothy J. "Why John Hated Reading." 8(Feb., 1955), 165-171.

Highlights the case history of a boy whose emotional reactions to reading prevented satisfactory progress. Summarizes the therapy used.

776. Cypreasen, Lucile and McBride, Jack. "Lipreading Lessons on Television." 11(Oct., 1957), 33-36.

Reports an experimental program and suggests that this medium of instruction could be of benefit to the deaf and hard of hearing. Includes suggestions of precautions for avoiding some limitations noted during the period of the programs.

777. Friedman, Sylvia Sclar. "Remedial Therapy with a Twelve-Year-Old Incarcerated Delinquent." 19(Apr., 1966), 483-489.

Reports remedial therapy given to a twelve-year-old incarcerated delinquent boy by a psychologist. Describes both incidental and direct teaching methods used and responses obtained. Evaluates gains made after 39 hours spent with the boy.

778. Frostig, Marianne. "Corrective Reading in the Classroom." 18(Apr., 1965), 573-580.

Offers concrete suggestions for implementing basic reading approaches with normal and exceptional children in the classroom. Discusses the uses of labels, controlled vocabulary, construction of the child's own book, phonics, color cues, kinesthetic methods, and blind writing.

779. Goltz, Charles R. "Individualized Remedial Reading for Boys in Trouble." 19(Feb., 1966), 364-369.

Describes multiple approaches applied in the Special Education Class of Indiana Boys' School. Gives reasons for eclecticity of method and needed adaptations of each group of materials.

780. Grand, Helen. "A Fresh Start." 10(Apr., 1957), 219-224.

Depicts a program used with a class of 15 fourth graders who were severely retarded in reading.

781. Gurney, David. "The Effect of an Individual Reading Program on Reading Level and Attitude toward Reading." 19(Jan., 1966), 277-280.

Investigates if individualized reading (SRA) would result in a more positive attitude toward reading and significant gains in reading level. Reviews the method by which fourth graders were paired. Notes possible Hawthorne effect.

782. Hewett, Frank M. "Teaching Reading to an Autistic Boy Through Operant Conditioning." 17(May, 1964), 613-618.

Describes an educational program of one and one-half years conducted with a thirteen-year-old autistic child in an attempt to equip him with written communication skills through a process of conditioning.

783. Jansky, Jeannette. "A Case of Severe Dyslexia with Aphasic-like Symptoms." 15(Nov., 1961), 110-113.

Describes the treatment of an aphasic from six to age twelve and reports the language development during that time.

784. Jan-Tausch, James. "The Team Approach to In-Service Education." 19(Mar., 1966), 418-423.

Reports New Jersey's team approach to improve the education of emotionally or socially maladjusted children. Outlines the roles of various team members, emphasizing that of the learning disability teacher-consultant.

Enumerates and discusses necessary factors of a successful program.

785. Junken, Elizabeth M. "Therapeutic Tutoring of the Intellectually Adequate." 13(Apr., 1960), 271-276.

Defines therapeutic tutoring as adapting teaching to the specific needs of the person to be taught. Describes in detail techniques of the program and the role of the tutor.

786. Leibman, Barbara K. "Five Boys with Problems Learn to Read." 6(Jan., 1953), 28-32.

Reviews an experiment with five boys in a New York City school. Describes each child, the approach used in arousing his interest in reading, the use of word recognition games, individual progress, and the value of individual attention.

787. Malcomson, Clara Gilbert. "The Case History of Charles, A Boy Who Resisted Reading." 5(May, 1952), 6-8.

Describes a teacher's experience with a reluctant reader. Provides a thorough description of the boy's intellectual capacities and his personality characteristics. Explains how the problem was resolved.

788. Meiselman, Max S. "The 1964 Summer Elementary School Program in New York City." 18(Mar., 1965), 485-487.

Describes some administrative aspects of a summer program especially for retarded readers in the New York City public school system and evaluates the program. Concludes that, given excellent teachers, reluctant learners can become eager-to-learn pupils.

789. Miller, Nandeen. "Teaching an Emotionally-Disturbed, Brain-Injured Child." 17(Mar., 1964), 460-465.

Presents a case study of a child who failed to make significant gains in reading after an intensive program of therapy. Concludes that some children do not learn to read even under favorable educational and environmental circumstances.

790. Mullen, Frances A. "The Slow Learner Needs Special Help." 7(Feb., 1954), 138-143.

Notes the range of I.Q.'s and reading level expectations of the educable mentally retarded, emphasizing the importance of helping each child reach his maximum potential. Suggests indirect reading instruction for the high school program. Supports the teaching of simple phonetic and directory skills. Lists student-teacher materials.

791. O'Rourke, Louise. "Poetry for Dessert: The Use of Poetry with Slow Readers." 10(Feb., 1957), 166-171.

Refers to several children with reading problems who were excited by poetry. Includes some poem titles and poetry book titles.

792. Oswalt, William W. "Keep Slow Readers with Their Classroom Group." 6(Jan., 1953), 41-42.

Describes a developmental and remedial reading program carried out in a Pennsylvania Township school. Emphasizes the integration of remedial readers into regular classroom reading activities.

793. Pruitt, Elberta E. "How the Physically Handicapped Learn to Read." 7(Feb., 1954), 131-137.

Discusses the needs of the acoustically, visually, or orthopedically handicapped child. Suggests methods and procedures to promote reading growth. Stresses the role of reading as important in total personal development and adjustment.

794. Schrock, Ralph E., and Grossman, Milton. "Pilot Study: Motivation in Reading." 15(Nov., 1961), 119-121.

Reports the findings of a study which emphasized that motivating students brings about improved reading performance without remediation of specific reading disabilities. Shows that disabled readers given visual training (designed to provide motivation but to accomplish nothing from a visual standpoint) improved reading performance to a significantly greater degree than did a control group of similarly disabled readers.

795. Sellin, Donald. "Using a Basic Reading Series with Educable Mentally Retarded Children." 19(Mar., 1966), 442-445.

Suggests the use of basal readers with a shift of pupil focus to occupational information as a means of maintaining interest and building readiness for employment. Provides a first reader unit plan.

796. Shrodes, Caroline. "Bibliotherapy." 9(Oct., 1955), 24-29.

Presents a rationale for bibliotherapy along with illustrations of the interactions in reading which enable a reader to re-live and re-assess his own experiences.

797. Sierles, Samuel. "How Goldilocks Helped Solve a Reading Case." 10(Oct., 1956), 63-64.

Relates the improvement of a remedial reading case through the use of the child's dictated story of "Goldilocks and the Three Bears."

798. Silver, Archie A. and Hagin, Rosa A. "Maturation of Perceptual Functions in Children with Specific Reading Disability." 19(Jan., 1966), 253-259.

Reports a 1962 follow-up study of patients treated at Bellevue Hospital Mental Hygiene Clinic between 1949 and 1951. Includes in the study organic and developmental cases with ages ranging between 16 and 24 years. Describes tests in detail and presents conclusions and implications.

799. Smith, Nila Banton. "Therapy as a Part of Remediation." 9(Oct. 1955), 18-23.

Describes the use in remedial reading of several psychotherapy techniques including art therapy, play therapy, and individual and group interview sessions.

800. Sonenberg, Charlotte and Glass, Gerald G. "Reading and Speech: An Incidence and Treatment Study." 19(Dec., 1965), 197-201.

Studies the incidence of functional articulation speech defects determined among remedial readers, ages 7 to 16, referred to Adelphi University Reading and Study Center. Compares the progress of such cases when given therapy in both speech and reading with those given reading therapy only. Notes the procedures, results, and implications for both speech and reading fields.

801. Sopis, Josephine. "The Skills Laboratory." 16(Nov., 1962), 107-108.

Describes a unique variation of the conventional elementary remedial reading program. Illustrates how a "skills lab" can aid children who are in need of such skills as listening, writing, or arithmetic, as well as those children who wish help in pursuing their personal interests in science, creative writing, and literature.

802. Studholme, Janice MacDonald. "Group Guidance with Mothers of Retarded Readers." 17(Apr., 1964), 528-530.

Reports the success of a program of group guidance for six mothers of disabled readers.

803. Townsend, Agatha. "What Research Says to the Reading Teacher--On Books and Book Lists." 15(Nov., 1961), 125-129.

Points out the value of book lists, especially those which recommend books for the retarded and reluctant reader. Evaluates available lists and suggests areas such as junior and senior high school which need further attention in the development of recommended book lists.

804. Townsend, Agatha. "What Research Says to the Reading Teacher--Books as Therapy." 17(Nov., 1963), 121-122.

Presents an annotated list of eleven references concerned with bibliotherapy.

805. Umans, Shelley. "A New Type of Remedial Reading Program in a Junior High School." 10(Apr., 1957), 215-219.

Outlines five steps in planning and carrying out a remedial reading program in the junior high that emphasizes participation by the classroom teacher.

806. Webster, Jane. "Using Books to Reduce the Fears of First-Grade Children." 14(Jan., 1961), 159-162.

Reports the results of a one-group action research study of bibliotherapy as a means of reducing fears in first-grade children.

807. Wilson, Rosemary G. and Lindsay, Helen G. "Applying Linguistics to Remedial Reading." 16(May, 1963), 452-455.

Describes an experimental remedial reading program which was based upon the linguistic principles contained in the Bloomfield-Barnhart reading materials.

808. Zentgraf, Faith M. "Promoting Independent Reading by Retarded Readers." 17(Nov., 1963), 100-101.

Discusses a technique for motivating the more careful reading of library books by inserting questions written on index cards into the pocket of each book and rewarding correct responses through a point system.

See also: 13, 16, 198, 210, 211, 299, 373, 502, 613, 664.

Reading Clinics

809. Bracken, Dorothy Kendall. "The Reading Clinic as an Educational Service." 20(Mar., 1967), 532-536.

Traces the history of reading clinics from Grace Fernald's at the University of California to present clinics in the United States and other English-speaking countries. Notes expansion of clinical services to include those of all ages in both developmental and remedial programs. Explains facilities and operation of recently devised mobile units.

810. Casey, Martha and Ruck, Elizabeth. "Schools and Clinics to Visit." 14(Mar., 1961), 260-263.

Describes the various schools and clinics in the St. Louis area available for observation by persons attending the Sixth Annual Conference of the International Reading Association.

811. Cohn, Stella M. "The Special Reading Services of the New York City Board of Education, Part I--An Overview of the Program." 12(Dec., 1958), 107-114.

Presents a description of the Special Reading Services program conducted by the New York City Board of Education. Describes personnel, organizational procedures, instructional methods, and the evaluation of the program.

812. Cohn, Stella M. "Upgrading Instruction through Special Reading Services." 18(Mar., 1965), 477-481.

Outlines various aspects of the program and goals of Special Reading Services in the New York City public school system. Presents some results and a summary of statistics for the eleven clinics.

813. Fite, Margaretta W. and Mosher, Margaret M. "The Special Reading Services of the New York City Board of Education, Part II--The Clinical Program." 12(Feb., 1959), 181-186.

Describes the clinical services provided within the Special Reading Services in New York City. Includes a comprehensive study of 35 cases treated by one of the clinic teams. Relates the data to personality and environmental factors.

814. Harris, Albert J. "Reading Clinics." 14(Mar., 1961), 232-235.

Describes a number of different kinds of reading clinics and indicates the points of difference, as well as the elements, which they have in common.

815. Johnson, Marjorie Seddon. "Reading Instruction in the Clinic." 15(May, 1962), 415-420.

Discusses reasons why some children cannot learn to read in the regular classroom and describes special clinical techniques for developing concept formation and comprehension and for aiding the child who has difficulty in associating printed words with the oral language.

816. Schwab, Rose L. "After-School Study Centers in New York City." 18(Mar., 1965), 482-484.

Describes an after-school program in New York City which helps children in grades three through six in three phases: remedial, library, and homework. Presents some results in pupil achievement, pupil-teacher relationships, and community and parental attitudes.

See also: 211, 228, 373, 741, 758.

Author Index

The number following the author's name is an item reference. The Index lists authors as they have signed their articles. Thus, one author may be listed in more than one way in the Index. Items in the bibliography by multiple authors are indexed by the first author.

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